

INTENT – Within the study of CPHSE at Waltham Tollbar Academy we are aiming for students to understand a range of personal, health, social and economic concepts which are spiralled across the curriculum and year groups.

Students should cover materials that enable them to keep themselves and their peers safe. This includes online safety, physical safety and emotional safety. The curriculum is focused on five core themes which are: keeping ourselves safe, my role in the community, what are risky behaviours? using my voice and the next steps. This is then delivered in an appropriate way to each year group to allow them to have understanding of the world and their place in it. The aim is for all students to have a strong sense of person developed at their time at Waltham Tollbar Academy, confident in their choices for career and post-16 study, their own moral and ethical values in addition to the range of concepts they may come into contact with outside the academy. Due to the nature of CPHSE the curriculum is constantly evolving and uses student voice to inform student experience.

IMPLEMENTATION - Year 7

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Half Term 1 September - October	Child on Child Abuse	How can we identify and stop child on child abuse?	To develop learners understanding on COCA from latest KCSE regulations. Address an area of concern from previous academic year	Making Judgements and giving opinions. Discussion and developing verbal reasoning. Applying concepts to real life scenarios.	What COCA is Difference between Abuse and Banter. What makes COCA a concern. How WTBA support students with COCA.	Teaching, Police, Social Work. Developing skills used in careers.	KCSE guides on COCA How to report this in school Banter and Bullying – The difference.	Online abuse (This will be covered later in the year) Case studies of abuse from different Year groups.
Links between Units: As students will now, we aware of COCA they move to build on this through a study of their own personal health and wellbeing. This will include the study of what happens to their body during puberty linking to understanding of what constitutes appropriate and inappropriate behaviour. The understanding of the law around their bodies and how these changes.								
Autumn Half Term 2 November - December	Personal Health and wellbeing	What happens during puberty?	For learners to understand what happens to their bodies physically, mentally and socially as they grow up.	Making judgments Giving reasoned arguments Applying concepts to real life scenarios.	The physical changes boys and girls undergo as part of puberty. The mental changes boys and girls undergo as part of puberty. How to keep healthy through diet, exercise and sleep.	Healthcare Teaching Social Work	Physical changes that occur to boys and girls’ bodies The anatomically correct names for their bodies, including genitals. How they can keep themselves healthy with a good diet, exercise and sleep.	The impact sleep, diet and exercise all have on the brain. The impact of hormones on emotions and teenage needs (will also be covered in mental health).
Links between Units: Students will now build on their knowledge of what happens physically, socially and mentally during puberty to understanding why it is important to keep themselves safe online including how to do this. This focuses on a variety of safety issues such as abuse, grooming and misinformation. The impact all of these can have on learners.								
Spring Half Term 1 January - February	Keeping ourselves safe	How can we keep ourselves safe online?	For learners to understand how to stay safe online, including social media sites. To be able to spot misinformation and its causes.	Making judgements Being analytical of situations and information. Evaluating people’s motivations for behaviour.	What ‘safe’ sites are, how to spot unsafe features online, what information they should not reveal about themselves and how to keep accounts private. Who to report concerns to at WTBA and online such as CEOP.	IT Computing Data online Journalism Police	How information (including their own) can be used online and how to keep themselves safe from abuse, grooming and fraud. How to spot misinformation online, what to do about misinformation and why it can be dangerous.	The impact of unhealthy internet habits on the brain (including mental health) How harmful misinformation can be.
Links between Units: Learners will now explore the safety issues focusing on physical safety from online harm (abuse, grooming and misinformation) to mental health concerns social media causes impacts to self-esteem and self-perception. The ways in which this can be damaging for learners, particularly as they go through puberty (linked with the earlier personal health an wellbeing unit).								

Spring Half Term 2 February - March	Mental health, self-esteem and the media	How can social media impact on our mental health and self-esteem?	To develop learners understanding of social media perception. How social media can distort our self-perception and its impact on mental health.	Making judgments of internet-based posts. Explore motivations for distorted social media. Analysing the causes of behaviour.	What social media is. The impact of social media filters, judgements and sharing. How this can have a negative impact on people's mental health.	IT Marketing Healthcare Journalism	How social media distorts reality, its impact on a number of mental health conditions including its relation to self-esteem. The difference in social media targeted at different groups.	The use of new platforms to change people's perceptions of social media.
	Links between Units: Moving from mental health and perception in their own lives' students will look at external issues including the fairness and poverty of those around them. They will look at local, national and global issues. Particularly those that impact on young people. The damage growing up in these situations can have on their mental health.							
Summer Half Term 1 April - May	Social Justice	How fair is the world today?	To allow learners to explore a range of local, national and global issues around poverty and inequality.	Reaching conclusions about global issues. Making judgements Explore reasons why poverty exists.	What poverty is and the causes of inequality. How trade poverty is being tackled through fair trade. The practices of child labour and child soldiers.	Politics Healthcare Journalism Trade and marketing Government (civil service)	The impact of poverty Some positive examples of how poverty is being challenged. How challenges still remain such as child labour and child soldiers.	Case studies of fair trade (also covered in the Geography KS3 curriculum)
	Links between Units: Learners building on their knowledge of fairness, equality and safety will then focus on how to keep themselves and others safe in unsafe situations. This will include focusing and knowing what to do in an emergency situation, how to direct others. How to administer First Aid in a variety of non-emergency First Aid situations.							
Summer Half Term 2 June - July	First Aid and keeping yourself safe	How can learning First Aid keep ourselves and others safe?	For learners to know and understand the purpose of basic First Aid including how to cope in an emergency.	Coping in an emergency Keeping calm during difficult situations Making judgements	What an emergency is. What to do. What to tell others to do. A range of non-emergency First Aid procedures.	Healthcare includes emergency medicine (Doctor, nurse, Paramedic)	What counts as an emergency procedure. What protocol is. How to carry out a range of First Aid techniques in non-emergency situations.	What to do in non-emergency situations. The full range of healthcare options available and what is the most appropriate (A and E, GP, 111 etc).

IMPACT

By the end of year 7 students will have completed a full understanding of the physical, mental and social changes they will go through across the next few years. They should be aware of the differences between male and female anatomy and the shared experiences that males and females go through mentally. This will include how to keep themselves safe through an exploration of mental health problems and how to best support themselves and their peers. They will have also explored social media and its effect on mental health. This will include looking at airbrushing, filters and social media addiction. They will be aware of safeguarding measures inside and outside WTBA to keep them safe such as reporting concerns to CEOP when online and where needed involving the police. They will be aware of a range of social justice issues in the world today such as inequality, fair trade, child labour and child soldiers. Finally, students have learnt about how to keep themselves, and others, physically safe through their knowledge and application of First Aid in both emergency and non-emergency situations.

In CPHSE at WTBA students have this knowledge and skills regularly tested through the use of TEAMS questions where they take an online assessment to garner their knowledge gained throughout the course. This in turn will be used to create planning for the next unit ensuring substantive knowledge is thoroughly understood along with any misconceptions cleared up.

IMPLEMENTATION - Year 8

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	"Need to Know" <i>Core content required to be covered during this unit.</i>	"Neat to Know" <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Half Term 1 September - October	Child on Child Abuse	How can we identify and stop	To develop learners understanding on COCA from latest KCSE	Making Judgements and giving opinions.	What COCA is Difference between Abuse and Banter.	Teaching, Police, Social Work.	KCSE guides on COCA	Online abuse (This will be covered later in the year)

		child on child abuse?	regulations. Address an area of concern from previous academic year	Discussion and developing verbal reasoning. Applying concepts to real life scenarios.	What makes COCA a concern. How WTBA support students with COCA.	Developing skills used in careers.	How to report this in school Banter and Bullying – The difference.	Case studies of abuse from different Year groups.
	Links between Units: Understanding the law around abuse, how the victim is protected and then moving to building their legal rights and responsibilities.							
Autumn Half Term 2 November - December	Law and Responsibilities	What are my rights and reasonability under the law?	To explore what rights citizens, have in the UK To understand how the law is made in the UK and the work of the criminal justice system.	Making judgments Discussion Verbal reasoning Legal understanding	What rights all UK citizens have. What responsibilities those rights give UK citizens. How the law is made. How the criminal justice system operates.	Police Legal Criminal Justice system Accounting Solicitor	What rights exist under UK law How the law is made under the political system The operation of the criminal justice system	How UK law can change over time The difference between adult and adsolene criminal law.
	Links between Units: These unit work together to create a framework for first understanding the law and then looking at specific case studies around this, particularly focused on knife crime, the causes and consequences of carrying a knife including leading to gangs, exploitation and county lines.							
Spring Half Term 1 January - February	Crime and society	What impact does knife crime have in the UK?	To develop learners understanding of what knife crime is, its impact on victim, perpetrator and the wider community.	Making judgements Verbal reasoning Analytical reading.	What knife crime is, its impact in UK communities The law on carrying a knife Gangs and exploitation Country lines and where to look for help.	Police Social work Youth work Criminal justice e.g. lawyer Solicitor	Law on carrying a knife What impact this has What a gang is The impact of being in a gang and the legal status of gangs	How the law may be changing in the future on gangs. What gang culture is.
	Links between Units: Learners have been focused on legal public sector work such as policing, criminal justice and probation. They build on this by exploring the wide range of careers in the NHS and participating in a national competition to explore their own career routes and ideas.							
Spring Half Term 2 February - March	Step into the NHS	What roles could I have in the NHS?	The NHS is the largest employer in Europe and as part of a nationally run competition students will explore, analyse and create an understanding of careers within the NHS.	Research Creative tasks Analytical reading Verbal judgements	What the NHS is. The different roles the NHS operates. What qualities and qualifications are needed for these different roles?	All aspects of NHS, part of this is to broaden student understanding of what the NHS is beyond doctor/nurse.	What roles the NHS provide The various careers within the NHS The qualifications needed for these careers.	How one case study might display understanding of NHS careers.
	Links between Units: Students use their knowledge and skills from two sectors of public life: healthcare and policing to understand the development of legal drugs in the UK, its impact on these two areas and what are the dangers of this?							
Summer Half Term 1 April - May	Legal drugs	What are the dangers of 'legal' drugs in the UK?	To develop a broad understanding of the dangers of drugs, even those that are considered legal such as prescription drugs.	Analysis of information Legal understanding Verbal judgments Discussions	What legal drugs are The law regarding 'legal' drugs. The dangers of legal drugs.	Police Social work Health work Probation officer	Law on legal drugs The dangers of legal drugs The dangers of smoking, alcohol and vaping The dangers of energy drinks	Specific case studies of concern around this.
	Links between Units: Students will have developed a wide understanding of what the law can do in a punitive measure, they will now build on this to develop their understanding of how the law protects (they have looked at the idea of victim protection at the very beginning of year 8) this unit explores the historic prejudice and discrimination around certain groups and what the law does to ensure this does not happen.							
Summer Half Term 2 June - July	Discrimination	What does the law say about equality?	To know the nine protected characteristics in UK law, what the law does to protect them how this is changing.	Legal understanding Judgments Evaluation of material Discussions Research	What the nine protected characteristics in the UK are. The ways in which the law protects them.	Police Social Work Healthcare Equality manager Lawyer	Protected characteristics Their legal status Historic prejudice and discrimination	How the law is changing around some protected groups. Specific case studies of concern around this.

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IMPACT – What do we want students to know at the end of Year 8?

By the end of year 8 all students should be able to articulate what the public sector is, the roles of different public sector bodies such as healthcare, policing and criminal justice. They will be able to demonstrate how the criminal justice system works, the problems with this and the protections offered for young people and victims. Students will be aware of a variety of organisations that they can be signposted to seek confidential advice from that specialise in these areas as well as were to seek help within WTBA. They will be aware of a much wider variety of career options than they may have thought possible including within the NHS that go beyond ‘doctor’ and ‘nurse’. They will know of the dangers of ‘legal’ drugs and their legal status. Finally, they will be able to articulate the protected status of people who have distinct characteristics and the protective nature of the law.

In CPHSE at WTBA students have this knowledge and skills regularly tested through the use of TEAMS questions where they take an online assessment to garner their knowledge gained throughout the course. This in turn will be used to create planning for the next unit ensuring substantive knowledge is thoroughly understood along with any misconceptions cleared up.

IMPLEMENTATION - Year 9

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Half Term 1 September - October	Child on Child Abuse	How can we identify and stop child on child abuse?	To develop learners understanding on COCA from latest KCSE regulations. Address an area of concern from previous academic year	Making Judgements and giving opinions. Discussion and developing verbal reasoning. Applying concepts to real life scenarios.	What COCA is Difference between Abuse and Banter. What makes COCA a concern. How WTBA support students with COCA.	Teaching, Police, Social Work. Developing skills used in careers.	KCSE guides on COCA How to report this in school Banter and Bullying – The difference.	Online abuse (This will be covered later in the year) Case studies of abuse from different Year groups.
	Links between Units: Students will have completed their study of COCA to move on to how this abuse can be taken finically as well as physically. The dangers of this abuse and how to best keep themselves and their peers safe.							
Autumn Half Term 2 November - December	Finance	What can we do to protect our money?	Learners to develop understanding of how money works in the modern economy, including systems of taxation, fraud and modern electronic money systems.	Numeracy skills Discussion Giving opinions Debate	What salary and taxation are? How fraud can be committed and how to protect yourself from it. What debt is and how it can be avoided.	Money manager Banking Policing (fraud)	What a salary is How taxes are calculated and paid Fraud and how best to protect yourself Modern electronic systems	How banking is changing in the future What a PAYE slip looks like (covered in year 11)
	Links between Units: Finance is often are area of conflict and worry for families. During this students will study how conflict can arise in families and the issues that this can create, examples my be cultural, religious, social or economic understanding these units together will better develop students for the future.							
Spring Half Term 1 January - February	The Family	What does the family look like in 21 st century Britain?	To develop learner understanding that families can be broad and include a very wide range of people.	Discussion Debate Empathy Understanding of cultures and groups other than their own.	What a family is How family is defined in several cultures The role of marriage The legal status of arranged vs forced marriage Honour based abuse	Social work Police Family liaisons Community worker Teacher	How families look different to different people in 2023. Why people choose to get married Why divorce might occur The legality of arranged marriage Protections for forced marriage and safeguarding	Religious opinions and ideas around marriage (also covered in RE year 9)
	Links between Units: Students will move on to study illegal drugs, here this will allow them to explore how difficult family situations can lead to people making risky choices around illegal drugs. The dangers and concerns of this.							

Spring Half Term 2 February - March	Illegal drugs	What are the dangers and law around illegal drugs?	To enable learners to study the dangers around a range of illegal drugs with a focus on Cannabis using the 2022 ALS survey highlighting this as an issue in the local area.	Discussion Debate Understanding of the law Empathy	What the law is on: cannabis, heroin, ecstasy, crack cocaine. The impact of these drugs on wider society.	Policing Rehabilitation Healthcare Community worker	What the specific law is on possessing and dealing class A, B and C drugs The impact of drugs on a community.	The debate around the legalisation of cannabis
	Links between Units: Both of these elements of year nine provision are statutory requirements by law. However, they support one another around how risky decisions around drugs can lead people into risky choices and decisions around RSE and potentially making choices they may come to regret. The law around consent is a heavy focus here and how drugs (in all forms) can take that consent away.							
Summer Term (1&2) April - July	Sexual Health (including statutory provision for RSE)	What do I need to know to understand by body and my health?	To enable learners to be confident in understanding the rules around consent. To understand contraception, STIs and the various outcomes of pregnancy.	Discussion Empathy Understanding of views different to their own	Consent Contraception STDs Sexting Pregnancy Fertility Pornography	Healthcare Family development Health Visitor Policing	Consent Contraception STDs Sexting Pregnancy Fertility Pornography	Religious opinions on contraception, sex outside marriage and outcomes of pregnancy (all covered in RE lessons).

IMPACT – What do we want students to know at the end of Year 9?

Students by the end of year 9 should understand what constitutes ‘risky behaviour’ and how risky behaviour can cause issues. What they should consider instead of risky behaviour, worries around considerations. Who to report concerns to, where they can go for help in various different scenarios? What finance was and how they can keep their finances safe, what family and relationships are, how they are important considerations as they grow up. The importance of separating what they see online and in reality, when learning about relationship, drugs and finance. The importance of consent, their bodies and how to say no. How to make their own choices around sexual relationships as well as understanding, fertility, pregnancy and the menopause.

In CPHSE at WTBA students have this knowledge and skills regularly tested through the use of TEAMS questions where they take an online assessment to garner their knowledge gained throughout the course. This in turn will be used to create planning for the next unit ensuring substantive knowledge is thoroughly understood along with any misconceptions cleared up.

IMPLEMENTATION - Year 10

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Half Term 1 September - October	Child on Child Abuse	How can we identify and stop child on child abuse?	To develop learners understanding on COCA from latest KCSE regulations. Address an area of concern from previous academic year	Making Judgements and giving opinions. Discussion and developing verbal reasoning. Applying concepts to real life scenarios.	What COCA is Difference between Abuse and Banter. What makes COCA a concern. How WTBA support students with COCA.	Teaching, Police, Social Work. Developing skills used in careers.	KCSE guides on COCA How to report this in school Banter and Bullying – The difference.	Online abuse (This will be covered later in the year) Case studies of abuse from different Year groups.
	Links between Units: Students will be aware to the recent updates in the law around COCA, how this has come about and the importance of a law that updates with concerns from institutions such as schools and other public services. They should be able to explain how this process happens and how laws are subject to change.							
Autumn Half Term 2 November - December	Political engagement and UK democracy	How can I be involved in UK democracy?	To develop student understanding of what is involved in the UK democratic process, their role within this and the dangers of apathy.	Making judgments Analysing evidence Discussion and debate	What UK democracy involves The makeup of the HoC and HoL Voting rights and representations	Politics Lobbying The law	How to vote The importance of voting The dangers of apathy Debates around voting at 16	How other political institutions work

	Links between Units: Students will be looking at political engagement and how it can impact on their own steps going forward. Their role as adults influencing the political process and how they can take part in this, this will be a key part of their time preparing for working life, recognising the role and responsibility of their own voice.							
Spring Half Term 1 January - February	Preparing for working life	What do I need to do to be prepared for the world of work?	To develop student preparedness for the next stage of education/work	Making judgements Debates Discussion Analysing their own skills Responding to feedback	What a CV is The role of transferable skills How to gain more transferable skills	Recruitment Interview preparation Writing for a wider audience	How to write a CV What an interview is What to do in an interview Why these are significant	How to present yourself in writing and in person (also covered in year 11)
	Links between Units: Students will be using skills developed in this topic to prepare them for working life and their role in the political sphere. The importance of voting and the dangers of apathy. How people hold a role in political life. Job roles based around journalism, the law and politics. The law being a popular area of further study as seen in recent year 10 careers surveys.							
Spring Half Term 2 February - March	Power and influence	How do people in power influence me?	To develop student awareness around politics values and institutions. How these influence their day to life. The impact of choices and decisions made by people in power and their ability to change it.	Making judgments Analysing information Evaluating details Discussion and debate	What political institutions are What examples of political values? What is misinformation What are the dangers of misinformation in the real world? Looking at the case studies of misinformation: Andrew Tate and Alex Jones	Politics Journalism The law	What political institutions and values are. Misinformation The problems of misinformation Case studies of misinformation	How misinformation can cause problems in the real world
	Links between Units: The role of power and influence in political life and the power of misinformation as a theme running through their lives. Students will build on this by exploring healthy and unhealthy relationships in their lives and in the wider political sphere. The problems this can cause for individuals and for communities.							
Summer Half Term 1 April - May	Healthy and unhealthy relationships	What are the features of healthy and unhealthy relationships?	To allow learners to discover the features of healthy and unhealthy relationships. This should be both friendships and intimate relationships.	Making judgements Creating their own opinions Analysing information Evaluation Debate Discussion	What are the features of healthy and unhealthy relationship? When and why these unhealthy relationships arise. Support for people feeling trapped in these unhealthy relationships.	Counselling Relationship support Working environments	Healthy and unhealthy relationships The dangers of being trapped in these relationships Working out solutions in these relationships Where to find support RSE statutory on relationships	How to focus on positive traits of people and friendships.
	Links between Units: The lifestyle impacts of certain 'risky' behaviours such as smoking, vaping and alcohol. The decisions that can come from unhealthy relationships with others that lead to these behaviours including peer pressure and coercive control. The impacts that this then causes on people's lives and how students can keep themselves safe.							
Summer Half Term 2 June - July	Lifestyle impacts	How can certain lifestyle choices impact on our health?	To enable learners to understand lifestyle choices and the impacts that these make on their lives.	Making judgements Creating their own opinions Evaluation Debate	How can lifestyle impacts cause problems in later life? How can we safeguard against some of these problems? How can we spot the early signs of cancer?	Healthcare Politics The law	How smoking and alcohol can impact on life chances The impact of some drugs How to carry out self-wellbeing checks What checks are on offer by the NHS (cervical screening for example)	How other lifestyle impacts can have an impact for you.

IMPACT – What do we want students to know at the end of Year 10?

By the end of year 10 students should be politically aware of the role they play in government systems. They should know how to vote, the impact of that vote and a range of other ways in which they can get involved in the political process. They should be aware of the dangers of misinformation and the problems that it can create online and in real life. They should understand what a healthy relationship is and spot the warning signs of an unhealthy relationship. They will be aware of safeguarding principles and a range of places they can go for support. They will also be aware of the lifestyle impacts of certain choices around smoking, vaping and alcohol. They

should be aware that this causes certain health concerns to be far more likely and how to safeguard themselves against this as well as the places to go for support. They will know how to prepare themselves for working life such as writing a CV, preparing for an interview and preparing for the world of work.

IMPLEMENTATION - Year 11

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Half Term 1 September - October	Child on Child Abuse	How can we identify and stop child on child abuse?	To develop learners understanding on COCA from latest KCSE regulations. Address an area of concern from previous academic year	Making Judgements and giving opinions. Discussion and developing verbal reasoning. Applying concepts to real life scenarios.	What COCA is Difference between Abuse and Banter. What makes COCA a concern. How WTBA support students with COCA.	Teaching, Police, Social Work. Developing skills used in careers.	KCSE guides on COCA How to report this in school Banter and Bullying – The difference.	Online abuse (This will be covered later in the year) Case studies of abuse from different Year groups.
	Links between Units: Students know how to keep themselves safe from abuse and who to report any safeguarding concerns to. They now explore the options available at post-16 and how to apply for this. Support will be tailored as appropriate for this.							
Autumn Half Term 2 November - December	Post-16 applications	What are my options after WTBA?	To develop learner understanding of what their options are after leaving year 11. For students to apply for a post-16 place of study (6 th form, college or apprenticeship)	Making important life choices Discussion and debate Evaluating options available Knowing what options are available.	What options are available to students after they have left WTBA. How they can apply for these places e.g. education, training or apprenticeships.	All career roles due to applications to post-16 options. Support provided from outside agencies on how to do this as well as internal careers advisors.	What the point of applications are. How to apply.	Additional support on funding.
	Links between Units: Students will follow up their applications for a variety of post-16 study options by preparing for their examinations. This is for HT3 and will before coincide with their return after the Christmas holidays and deadlines in a number of subjects. Students often become more aware at this time of their pending exams causing more need for mental health and pastoral support. Therefore, the CPHSE department supports with this by giving students options and coping mechanisms for this period in time.							
Spring Half Term 1 January - February	Stress management and revision skills	How can I manage stress and anxiety during the exam season?	To allow learners to develop healthy coping strategies during a very stressful period in their lives.	Making life choices Discussion Coping skills Mindfulness	What stress is and why it happens. Why stress might be more common during the exam season. How to lower stress levels How to cope with revision and exams	Healthcare Mental health worker Time management	What stress and anxiety are Their biological role in influencing the body A variety of coping mechanisms and the ways in which they work How to plan for the future and help with less stressful situations	A wider range of revision skills – covered by individual subject teachers as appropriate to their subject or core content.
	Links between Units: As students begin to approach their GCSE exams research shows that some can choose to take more risky behaviours for example around alcohol, tobacco and sexual risk. These concerns and worries will be addressed in an age-appropriate way before students leaving WTBA and enter their post-16 options.							
Spring Half Term 2 February - March	Healthy lifestyles	What can I do to keep myself and my peers healthy?	To develop learning of a variety of risky behaviours. How to keep themselves safe and how to ensure	Making life choices Discussion and debate Evaluating options available Coping skills	What risky behaviour is Law around tabaco Law around alcohol	Healthcare Social work Family care	Covering the law around alcohol and tobacco (including vaping)	Wider concerns around risky behaviour, this will have been covered in years 9 and 10.

			they are being risk savvy in the future, including as they transition to post-16 options.	Applying theory to real life scenarios	How to check themselves for breast and testicular cancer		How to check their own bodies Who to go if there are concerns and what will happen	
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IMPACT – What do we want students to know at the end of Year 11?

By the end of year 11 students should be aware of their rights and responsibilities as a developed citizen in the modern world. They should be aware of the law surrounding COCA, alcohol and tobacco. They should know how to manage and cope with stressful situations including exam stress, they should be aware of the importance of using revision techniques to support their learning and development as they approach their exams. These will become developed and embedded skills which students will develop the skills to access again at any further point in which their lives might become stressful. Students will gain the skills to understand their own lifestyles and how this can impact on life outcomes. They will be able to understand how to take care of their own health and the signs of a range of cancers including the importance of self-examination and attending regular check-ups.

In CPHSE at WTBA students have this knowledge and skills regularly tested through the use of TEAMS questions where they take an online assessment to garner their knowledge gained throughout the course. This in turn will be used to create planning for the next unit ensuring substantive knowledge is thoroughly understood along with any misconceptions cleared up.

ONE PAGE SUMMARIES – How will each unit look like?

Each unit will have a one-page summary which will be used to focus planning of the unit, planning of individual lessons and the delivery of these lessons. These summaries will be used by all members of the department to understand the required content and think rigorously about their planning and practice.

Lots of this can be taken from earlier on in the document but some will need to be created from scratch or taken from own SoW documents.

YEAR: TIME:	UNIT TITLE:	ENQUIRY QUESTION:
	AIMS OF THIS UNIT (SUBSTANTIVE KNOWLEDGE):	

LINKS			
HOW DOES THIS LINK TO OUR LAST UNIT?		HOW DOES THIS LINK TO THE NEXT UNIT?	

TITLE OF LESSON										
LESSON AIM(S)										
KEY FEATURES OF LESSON										
ASSESSMENT OPPORTUNITIES										

KEY SKILLS (DISCIPLINARY KNOWLEDGE)	CAREERS OPPORTUNITIES	TIER 2 & 3 VOCABULARY	STRETCH AND CHALLENGE OPPORTUNITIES	QUESTIONS TO CONSIDER WHEN PLANNING AND DELIVERING EACH LESSON
				<ul style="list-style-type: none"> • INTENT: <ul style="list-style-type: none"> ○ What is the intention of this lesson? ○ How does this lesson build on from the previous lesson? ○ How does this lesson link to the forthcoming lesson? ○ How does this lesson link to forthcoming topics in this Key Stage and the forthcoming Key Stages? ○ Why is this being taught now? ○ Why is this being taught in the way it is? • IMPLEMENTATION: <ul style="list-style-type: none"> ○ Is tier 3 vocabulary being effectively taught in this lesson? ○ How can I effectively assess students within this lesson? ○ Are students recalling prior knowledge effectively? ○ Is the right level of support being given for all students? ○ Are students being pushed enough in this lesson? ○ Are misconceptions prompted, prevented and/or addressed effectively? • IMPACT: <ul style="list-style-type: none"> ○ How will I know students have achieved the aims of the lesson? ○ Do students have the opportunity to develop their personal knowledge? ○ What skills will students develop during this lesson?