

Welfare Curriculum

Year 7				
Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn	<ul style="list-style-type: none"> • Ready for High School • Living in the wider world 	<ul style="list-style-type: none"> • External speakers • Group activities • Research presentations • Investigation tasks • IT based learning tasks • Quizzes • Independent learning activities 	<ul style="list-style-type: none"> • To be able to manage transition to Year 7 • To be able to deal with negative relationships including all forms of bullying 	<ul style="list-style-type: none"> • To introduce students to life at Poynton High School • To ensure students make a smooth transition from Year 6 to Year 7 • To help students recognise their role and value in the local and wider community
Spring	<ul style="list-style-type: none"> • All about me • Diversity 		<ul style="list-style-type: none"> • To understand how bodies change during puberty • To learn skills to keep us safe while living in the community • To be able to respect equality and be a productive member of a diverse community 	<ul style="list-style-type: none"> • To be aware of emotional and physical changes that happen as young people grow older • To start taking responsibility for oneself • To be aware of diversity in the local community
Summer	Eco Awareness		<ul style="list-style-type: none"> • To be aware of our local area • To understand how our local environment affects us • To know how our behaviours can have a positive and negative impact on our surroundings 	<ul style="list-style-type: none"> • To understand the impact people have on the environment through their negative and positive actions

Year 8

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn	<ul style="list-style-type: none"> • Positive relationships (family / friends / conflicts) • Living in the community 	<ul style="list-style-type: none"> • External speakers • Group activities • Research presentations • Investigation tasks • IT based learning tasks • Quizzes • Independent learning activities 	<ul style="list-style-type: none"> • To be able to recognise consent in a variety of contexts • To learn how to manage relationships • To be aware of the local and wider community we live in • To recognise different types of discrimination and the status of the law • To learn about different occupations and careers • To understand how UK Parliament functions 	<ul style="list-style-type: none"> • To be able to identify healthy and unhealthy relationships • To know when and how to speak out about an unhealthy relationship • To know that discrimination is illegal and the negative impact it can have • To start thinking about careers for the future • To begin to understand the role Parliament has and how it works
Spring	<ul style="list-style-type: none"> • Diversity • Money matters 		<ul style="list-style-type: none"> • To know how to manage finances • To have respect and tolerance for our diverse community 	<ul style="list-style-type: none"> • To start being able to take control of finances and recognise how to manage money • To know UK law on equality
Summer	The local community		<ul style="list-style-type: none"> • To be an active member of the community • To make a positive contribute to the local community 	<ul style="list-style-type: none"> • To start thinking about our involvement in the community and what we can do to enhance it

Year 9

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn	<ul style="list-style-type: none"> • Happy relationships (respect, consent, safety, harassment) • Healthy living (mental and physical) 	<ul style="list-style-type: none"> • External speakers • Group activities • Research presentations • Investigation tasks • IT based learning tasks • Quizzes • Independent learning activities 	<ul style="list-style-type: none"> • To maintain physical, mental and emotional wellbeing • To develop and maintain a variety of healthy relationships • To be able to recognise and manage a range of emotions within a range of different types of relationships 	<ul style="list-style-type: none"> • To know what constitutes safe and unsafe relationships, how to respond to them and places to seek help • To be able to take more autonomy over your wellbeing, in terms of relationships, mental health and physical health
Spring	<ul style="list-style-type: none"> • GCSE Options – choices • Staying safe (SRE, drugs, alcohol, sexualised language and harassment) 		<ul style="list-style-type: none"> • To know about GCSEs and the options available • To make informed choices about health and wellbeing matters including drugs, alcohol and tobacco • To understand parenthood and the consequences of teenage pregnancy 	<ul style="list-style-type: none"> • In preparation for GCSE options in February • To be able to take more autonomy over your wellbeing, in terms of relationships, mental health and physical health
Summer	Law and order		<ul style="list-style-type: none"> • To know how aspects of the criminal justice system work • To understand the law regarding young people and their actions • To learn about crimes that are affecting young people and the impact they have 	<ul style="list-style-type: none"> • To know how actions impact the environment • To know how to keep safe • To be aware of how people are dealt with by the police and justice system

Year 10

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn	<ul style="list-style-type: none"> • Me, Myself & I • Emotional wellbeing • Health and wellbeing (value of exercise, mental wellbeing, first aid training, work life balance) 	<ul style="list-style-type: none"> • External speakers • Group activities • Research presentations • Investigation tasks • IT based learning tasks • Quizzes • Independent learning activities 	<ul style="list-style-type: none"> • To maintain a balanced diet, physical activity, mental and emotional health and wellbeing • To be able to respond in an emergency and administer first aid 	<ul style="list-style-type: none"> • To recognise and identify our learning traits/skills to aid our GCSE studies • To be able to recognise our emotions, how to manage them and where/how to seek help • To recognise the value of physical and mental wellbeing at the start of demanding GCSE studies
Spring	<ul style="list-style-type: none"> • Careers • Decision Making • Sex and relationships 		<ul style="list-style-type: none"> • To be able to identify and access appropriate advice and support • To know the law about sex and relationships • To be able to make informed and safe decisions • To learn about different careers, skills needed and future pathways 	<ul style="list-style-type: none"> • To be aware of education pathways to be able to make informed choices about the next stages • To know the law regarding sex and relationships • To have skills to be able to make informed and safe choices
Summer	<ul style="list-style-type: none"> • Financial choices • Infodemic • Careers enterprise 		<ul style="list-style-type: none"> • To be able to make personal financial choices and see how they affect individuals • To be able to recognise fake news and how the news is portrayed in the media, often with a bias 	<ul style="list-style-type: none"> • To be able to make informed decisions about money • To have an understanding of financial matters so that students are able to deal with money matters in the future

			<ul style="list-style-type: none">• To learn about different careers, skills needed and future pathways	
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Year 11

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn	<ul style="list-style-type: none"> • Discrimination / Phobias • Health and wellbeing • The wider world 	<ul style="list-style-type: none"> • External speakers • Group activities • Research presentations • Investigation tasks • IT based learning tasks • Quizzes • Independent learning activities 	<ul style="list-style-type: none"> • To know what language and behaviours are acceptable and unacceptable • To know UK law on harassment / discrimination and the consequences of actions • To have an awareness of the physical and mental benefits of a healthy lifestyle (including exercise, diet and mental wellbeing) • To be prepared for life beyond Year 11 • To know about education pathways that are available – 6th form, colleges, etc 	<ul style="list-style-type: none"> • Sexual harassment has been in the media recently and is an issue that all people need to be aware of – what it is, what is not acceptable and how to respond/report it • To be able to make positive physical and mental health choices when preparing for GCSEs • To be aware of post Year 11 education pathways to be able to make informed choices about the next stages
Spring	<ul style="list-style-type: none"> • Careers • Money Matters 		<ul style="list-style-type: none"> • To be prepared for life beyond Year 11 • To know about education pathways that are available – 6th form, colleges, etc 	<ul style="list-style-type: none"> • To be aware of post Year 11 education pathways to be able to make informed choices about the next stages • To be able to make informed decisions about money • To have an understanding of financial matters so that students are able to deal with money matters in the future