

WELLBEING AT ELTHAM COLLEGE

2026-2027



ELTHAM COLLEGE





Introduction

This booklet provides information about our Wellbeing Programme at Eltham College. If you have any questions relating to this, please contact Assistant Head (Wellbeing and EDI), Mrs Nicola Bilsby (njb@eltham-college.org.uk)

Wellbeing Ethos

At Eltham College, our Wellbeing programmes are based around the principles of our 5 Rs of Wellbeing. These ensure that our Wellbeing lessons cover a range of themes, encompassing topics that will support the all-round development of each student.



02

INTRODUCTION
WELLBEING
ETHOS

03

CURRICULUM
STRUCTURE

04

YEAR 7-9
PROGRAMME

22

YEAR 10 TO 11
WELLBEING PROGRAMMES

34

SIXTH FORM
WELLBEING



RESPECT

Promote respectful, inclusive communities by challenging discrimination and harmful attitudes, critically assessing online content and extremism, and engaging positively in diverse and digital societies.



RELATIONSHIPS

Understand healthy and unhealthy relationships, the impact of media and online influences, issues such as bullying, harassment, consent and power, and key aspects of sexual health, including contraception, parenting, fertility, and unplanned pregnancy options.



RESPONSIBILITY

Understand physical development, healthy lifestyles, and reproductive health; assess and manage risks online and offline, including substance use and digital harms; and develop informed decision-making, resilience, and safe help-seeking.



RESILIENCE

Set goals and build social and emotional skills, using self-regulation to support positive mental health, manage workload and pressure, and prepare effectively for exams.



READINESS

Explore career and education pathways, build financial literacy and wellbeing, assess spending risks, and recognise and respond to online financial risks and exploitation.



Curriculum Structure

Our Wellbeing programme reflects the updated guidance for the teaching of RSHE (Relationships, Sex and Health Education) which becomes mandatory for all schools from September 2026.

In Years 7 to 9, each form group has one period of Wellbeing each week, which is delivered by their Form Tutor according to a scheme of work. Details of the topics to be covered this term can be seen on the following pages.

In Years 10 and 11, students have a double period Wellbeing lesson each week (for Year 10 lessons alternate on a half-termly basis with Physical Education) and are taught in tutor groups. The outline topic areas for Year 10 and 11, and the programme for the next term are shown overleaf. These lessons are delivered by a team of Wellbeing teachers.

The Sixth Form Wellbeing programme takes place for Year 12 during the Lent and Summer terms and for Year 13 from the

second half of the Michaelmas term through to the Summer term. The content overview is shown in this booklet. These lessons will take place during their weekly Monday/Tuesday afternoon year group meeting slots on the timetable.

The curriculum content is based primarily on the high-quality PSHE Association lesson materials. We choose PSHE Association lesson materials because they are quality-assured, evidence-based, and aligned with statutory RSHE requirements, ensuring full curriculum coverage. They provide a structured, progressive programme that supports safe, inclusive teaching of sensitive topics. The engaging, adaptable lessons help build students’ knowledge and skills over time. These materials are used across the Eltham College Family of Schools, so students joining from the Junior School or Blackheath Prep will experience a consistency of approach.

Hemisphere Racial Literacy Programme

At Eltham College, we want every child to feel safe, valued and able to thrive. As part of our commitment to providing an education that prepares pupils to succeed and contribute positively in today's society, we're introducing annual Hemisphere training for staff and students. This work helps us strengthen students' sense of belonging and build understanding across different backgrounds, including how to talk about race and inequality with confidence and respect.

What is Hemisphere?

Hemisphere is a UK-based programme used by schools across the country. It draws on neuroscience, storytelling and education research to help pupils and staff understand Britain's many communities and cultures, and to talk about topics such as race and inequality confidently and respectfully. These conversations are always age-appropriate, balanced and rooted in respect — helping students build empathy and understanding without judgment or blame.

The programme explores how our brains and experiences shape the way we see others, and how we can create classrooms where everyone feels they belong. Sessions include short films, interactive activities and opportunities for practical reflection, helping participants apply their learning to real-life situations. Developed with school leaders, educators and students, Hemisphere is aligned with the PSHE curriculum and is used in schools across the UK.

How will it work?

Staff first: Every member of staff will complete Hemisphere professional development every year. This ensures that classroom conversations are guided by informed, confident adults. The first phase of this was completed by staff during the Lent term 2026, with new colleagues completing this in September 2026.

Then students: All students will take part in age-appropriate sessions exploring Britain's diverse communities, learning how to recognise unfairness, understand difference and talk about related issues in a safe, thoughtful way. These sessions promote critical thinking and healthy relationships both in and out of school. Hemisphere lessons will take place during Wellbeing lessons in the first half of the Michaelmas term. For Year 12, these will take place within the Induction Programme.

At home: You may notice your child reflecting on these topics at home. The training gives them language to talk about these subjects safely.

Why this matters

Like all parents and carers, we want children to treat others with kindness, to have the confidence to speak up for fairness, and to contribute positively to society. This work builds on our shared commitment to a safe, inclusive and supportive environment where every child can learn, grow and belong.

Year 7 Wellbeing Programme Michaelmas Term 1

Week Beginning	Lesson Content
31-Aug (Term starts Wed 02-Sep)	THE ELTHAM CONSTITUTION - Be able to understand the Eltham Constitution - Be able to explain the values that are important to us at Eltham College - Understand how to contribute to upholding the Eltham Constitution
07-Sep	Developing Learning Skills: Thriving in Secondary School - Identify school rules and people who can help with transition - Describe ways to demonstrate respect in the school community - Explain how to create a respectful environment in our PSHE classroom
14-Sep	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts
21-Sep	
28-Sep	Wellbeing for Life: Managing emotions - Identify factors that can affect wellbeing - Explain how new places and routines can make someone feel - Assess strategies that someone can use to help manage emotions - Evaluate the impact of effectively managing emotions
05-Oct	Wellbeing for Life: Managing distraction - Identify types of distraction and assess how helpful different distractions are - Explain the impact of distractions on someone's feelings and behaviour - Assess how to manage less helpful distractions and explain how this can support wellbeing
12-Oct	Wellbeing for Life: Managing rumination and worry - Explain how rumination and worry can affect someone's emotions and behaviour - Evaluate strategies for managing worry or rumination - Identify who can help when someone is ruminating or worrying a lot of the time



Michaelmas Term 2

Week Beginning	Lesson Content
02-Nov	Friendship and bullying: Friendship and empathy - Identify a range of strategies for making and maintaining positive friendships - Describe or demonstrate how to empathise with peers - Analyse the effectiveness of strategies that can be used to include others
09-Nov	Friendship and bullying: Bullying and bystanders - Identify bullying in all its forms and the potential impact on those involved - Describe skills and strategies to prevent bullying - Explain how and where to communicate concerns about friendships and bullying, including online
16-Nov	Friendship and bullying: Friendship challenges - Identify how to distinguish between healthy and unhealthy communication within friendships, both in person and online - Explain possible forms of communication used during friendship challenges or conflict, and their potential impact - Demonstrate conflict management skills and strategies to reconcile after disagreements - Evaluate exit strategies in risky situation and how to access support
23-Nov	Friendship and bullying: Similarities, differences and peer influence - Explain how a culture of equality and inclusion can reduce bullying - Describe strategies for managing peer influence, including online - Analyse the roles peers can play in supporting one another to resist pressure and influence in relation to bullying
30-Nov	Thinking Skills Project: Universal Declaration of Human Rights (Research) - Understand how different roles help make a group successful - Be able to describe why positive relationships are helpful when working in groups. - Understand key rights, and identify and explain a selected right - Use discussion, scenarios, or case studies to decide whether rights are being upheld or denied, giving reasons for your judgement. - Consider how individuals, schools, and governments can protect human rights and what students can do to promote fairness and respect.
07-Dec	

Lent Term 1

Week Beginning	Lesson Content
11-Jan	Thinking Skills Project: Universal Declaration of Human Rights (Presentations) - Understand how different roles help make a group successful - Be able to describe why positive relationships are helpful when working in groups. - Understand key rights, and identify and explain a selected right - Use discussion, scenarios, or case studies to decide whether rights are being upheld or denied, giving reasons for your judgement. - Consider how individuals, schools, and governments can protect human rights and what students can do to promote fairness and respect.

18-Jan	Puberty: Puberty and emotional changes - Describe the main physical and emotional changes experienced during puberty - Evaluate how relationships can be affected during puberty - Explain strategies for managing the emotional aspects of puberty
25-Jan	Puberty: Menstrual wellbeing - Describe and evaluate a range of menstrual products - Explain how to manage menstrual wellbeing - Challenge assumptions and stereotypes about menstruation
01-Feb	Healthy relationships and sexual health: Healthy and unhealthy relationships - Describe healthy and unhealthy relationship behaviours - Assess factors that can influence someone's attitudes, expectations or behaviours in relationships - Identify the features of healthy, positive relationships - Explain how to respond to unhealthy behaviours in relationships
08-Feb	Healthy relationships and sexual health: Managing conflict - Explain how effective communication can improve relationships in families - Explain different communication styles and their likely impacts - Assess examples of effective communication

Lent Term 2

22-Feb	Consent: Introduction to consent - Explain what consent means, both legally and ethically, and why it is so important. - Describe how to recognise when a person is consenting and when they are not. - Explain how consent is sought, given and not given in a healthy relationship. - Describe or demonstrate what to say and do to seek the consent of another person.
01-Mar	Making Choices: Deciding what to watch - Explain the factors that influence decisions about what film and online content is appropriate for young people - Describe or demonstrate how to respond to pressure to watch something that makes someone feel uncomfortable - Explain where and how to get help or advice about the film and online content
08-Mar	Making Choices: Relationships on-screen - Explain the influences on relationship expectations - Identify differences between off-screen and on-screen relationships - Evaluate reasons why and how representations of relationships on-screen are different relationships off-screen
15-Mar	Making Choices: Managing challenging content - Explain what it means for media content to be sexualised - Evaluate the ways in which sexualised content can be harmful to individuals and society - Suggest recommendations for selecting appropriate viewing content
22-Mar (Term ends Wed 24-Mar)	Home Office: Something's Not Right: Making disclosures - Identify the features of positive relationships in the home - Recognise inappropriate, non-consensual, or unwanted behaviour, including online - Explain why, when and how someone might report inappropriate behaviour - Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services



Summer Term 1

Week Beginning	Lesson Content
12-Apr	Home Office: Something's Not Right: Making disclosures - Identify the features of positive relationships in the home - Recognise inappropriate, non-consensual, or unwanted behaviour, including online - Explain why, when and how someone might report inappropriate behaviour - Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services
19-Apr	Financial Literacy and Inclusion Campaign (FLIC): Making spending decisions - Distinguish the difference between financial needs and wants - Assess personal and external influences affecting spending decisions - Evaluate how spending decisions may impact the environment and other people
26-Apr	Financial Literacy and Inclusion Campaign (FLIC): Budgeting - Describe what a budget is and why it is important - Analyse budgets, looking at income and expenses - Set budgeting goals and ways to plan for the future
03-May	Financial Literacy and Inclusion Campaign (FLIC): Getting a job - Recognise and define important words related to the job market - Assess different ways of making money - Evaluate what kind of work would be best for me in the future
17-May	Mindfulness for exams - Be able to use a range of techniques to manage feelings of nerves and anxiety around exams - Understand how feelings of stress can be positive, and how to respond if they become too much
17-May	End of Year Exam Week
10-May	Financial Literacy and Inclusion Campaign (FLIC): Decision making: Budgeting for a summer holiday Be able to plan for a holiday based on a person's budget

Summer Term 2

Week Beginning	Lesson Content
07-Jun	Conception, pregnancy and birth - Be able to explain the link between lifestyle and fertility - Understand how fertilisation leads to pregnancy and birth - Be able to identify choices around pregnancy.
14-Jun	Families and committed relationships: Understanding changing relationships - Describe the different relationships that someone can have over their lifetime and the benefits of these - Analyse factors that can cause a relationship to change - Explain how someone can be affected by changes to relationships, including familial relationships, and how they can seek support for navigating these changes
21-Jun	FIELD WEEK
28-Jun	Change, loss and grief: Managing change, loss and grief - Describe how change, including loss and bereavement, can affect people in different ways - Explain what grief is and how different people might grieve - Identify strategies to help manage change, loss or bereavement and support others who are grieving - Explain why, when and how to get help and support for ourselves or others



Year 8 Wellbeing Programme

Michaelmas Term 1

Week Beginning	Lesson Content
31-Aug (Term starts Wed 02-Sep)	THE ELTHAM CONSTITUTION • Be able to understand the Eltham Constitution • Be able to explain the values that are important to us at Eltham College • Understand how to contribute to upholding the Eltham Constitution
07-Sep	Hemisphere Racial Literacy Training • Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. • Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. • Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
14-Sep	
21-Sep	Belonging and community: Identity and • Describe some of the ways that people can be similar to and different from one another • Explain what may affect whether someone feels they belong in a community • Suggest or identify strategies to help people feel that they belong in a community
28-Sep	Belonging and community: Bias and stereotypes • Describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours • Evaluate strategies to help people address biases and make fairer decisions • Describe what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging • Recognise, and suggest ways to safely challenge, stereotypes across a range of contexts
05-Oct	Belonging and community: Discrimination and the protected characteristics • Identify special things about us that make us who we are • Describe similarities and differences between ourselves and others • Recognise that everyone is equal
12-Oct	Belonging and community: Values and constructive disagreement • Identify a range of values that people might hold • Describe different ways that people may view and act upon the same values • Describe the feelings that may arise during disagreements and a range of strategies to manage conflict • Explain how constructively discussing differences in viewpoints can be beneficial





Michaelmas Term 2

Week Beginning	Lesson Content
02-Nov	Belonging and community: Diverse and supportive communities - Explain how a range of viewpoints, backgrounds and experiences can benefit a community - Analyse the role of a community in supporting the wellbeing of the people within it - Describe ways that everyone can play a role or make different contributions to the communities they are part of
09-Nov	NSPCC: Talk Relationships: Healthy relationships - Describe features of healthy relationships. - Explain that everyone has rights and how someone can respond if these rights are not respected - Describe or demonstrate how people can communicate their values and negotiate effectively in a relationship - Recognise when relationship behaviours become concerning and describe strategies to respond to concerns, including accessing support
16-Nov	NSPCC: Talk Relationships: Stereotypes and the media - Explain what gender stereotypes are and why these can be unfair, misleading or limiting. - Describe how people and relationships can be affected by media influence and gendered stereotypes - Identify strategies to manage pressure and influences from sexualised media, including social media
23-Nov	NSPCC: Talk Relationships: Safer online relationships - Evaluate the benefits, challenges and risks involved in using social media. - Identify when relationship behaviours online carry risk, and strategies to manage risk online - Explain how to seek help if concerned about something that happens online.
30-Nov	NSPCC: Talk Relationships: Sexual harassment and harmful sexual behaviour - Explain what sexual harassment and harmful sexual behaviours are and how they may affect someone - Describe strategies to challenge sexual harassment and harmful sexual behaviour - Describe how to access sources of support in relation to sexual harassment and harmful sexual behaviour, and how barriers or concerns about seeking help can be managed
07-Dec	NSPCC: Talk Relationships: Consent - Identify ways to verbally or non-verbally communicate giving, not giving and withdrawing consent - Explain that everyone has the right to freely give or not give consent and their decision must be respected - Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given, and that seeking consent is an ongoing process

Lent Term 1

11-Jan	NSPCC: Talk Relationships: Sharing of nudes - Identify the pressures and influences people may experience when asked to share a sexual image. - Describe strategies to manage requests for sharing sexual images, and ways to seek support regarding concerns. - Describe the consequences of sharing an image of someone without their consent, and how to challenge non-consensual image sharing.
18-Jan	FGM: Keeping safe - Explain what is meant by FGM - Identify risks and facts associated with FGM - Describe how to safely access support for themselves or others who may be at risk, or have already been subject to FGM
25-Jan	Online financial harms: Click and pay: phones and financial risk - Identify, assess and minimise different financial harms posed by phone use - Recognise financial harms in different online contexts - Assess how the internet can amplify risks relating to money, data and privacy
01-Feb	Online financial harms: Gaming, social media and algorithms: The pressure to spend online - Identify the risks associated with online spending, including in games - Assess the influence of peers when making financial decisions online - Evaluate the impact of algorithms, data and advertising on financial decisions online - Create strategies to manage a range of influences in relation to online spending
08-Feb	Online financial harms: Money matters: Seeking help and support Assess how to manage emotions in relation to online purchases - Explain when and how to respond if concerned about online spending - Explain how to overcome barriers to seeking support



Lent Term 2

Week Beginning	Lesson Content
22-Feb	Food for thought: Making healthier choices - Identify the benefits of, and barriers to, making healthier food choices - Analyse different influences on someone's food choices - Analyse strategies for making independent, healthier choices about food
01-Mar	Testicular health (Boys only) - Recall basic testicular structure and location - Identify the sort of testicular/lower abdominal pain that could be testicular torsion and describe this to a trusted adult - Explain why testicular torsion is a medical emergency and what to do if they suspect torsion - Explain why it is important to check testes regularly for any new lumps - Recall where they can find more information about, and help with, any testicular health concerns Taking care of the vulva (Girls only) - Identify different parts of the vulva and the functions of these parts - Explain how to maintain vaginal health - Explain how and where to seek help and support in relation to vaginal health and personal hygiene
08-Mar	Drug education: Understanding drugs - Assess and evaluate prior knowledge, beliefs and attitudes regarding substance use - Describe the effects of caffeine consumption - Explain the risks associated with caffeine consumption - Evaluate strategies to reduce caffeine consumption
15-Mar	Drug education: Tobacco and nicotine - Identify a range of risks related to tobacco use and vaping (e-cigarette use) - Analyse the range of factors that may influence young people to smoke or vape - Demonstrate strategies for managing peer influence in situations involving tobacco and vapes (e-cigarettes)
22-Mar (Term ends Wed 24-Mar)	Drug education: Alcohol and risk - Explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining - Describe the risks of alcohol use - Describe strategies to manage influences on alcohol use - Identify sources of support for alcohol misuse

Summer Term 1

Week Beginning	Lesson Content
12-Apr (Term starts Thurs 15-Apr)	Drug education: Alcohol and risk - Explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining - Describe the risks of alcohol use - Describe strategies to manage influences on alcohol use - Identify sources of support for alcohol misuse
19-Apr	Financial Literacy and Inclusion Campaign (FLIC): How to open a bank account - Explain why it's important to have a bank account - Identify the steps to setting up a bank account - Analyse the advantages and disadvantages of different bank accounts
26-Apr	Financial Literacy and Inclusion Campaign (FLIC): Reading a bank statement - Describe the purpose of a bank statement - Explain what different parts of a bank statement mean - Evaluate the different methods for tracking finances
03-May	Financial Literacy and Inclusion Campaign (FLIC): How to save money - Identify why people need to save money - Assess different ways to save - Create a savings plan How to use a bank card - Describe the difference between a debit and credit card - Compare credit card payment options - Demonstrate how to make conscious spending decisions
10-May	Financial Literacy and Inclusion Campaign (FLIC): How to manage debt - Explain the difference between good and bad debt - Describe how borrowing works and different forms of borrowing
17-May	End of Year Exam Week
24-May	British Heart Foundation: Classroom RevivR - Identify the difference between cardiac arrest and heart attack. - Explain or demonstrate how to respond if they see an unconscious person, including how to make an emergency call and get help. - Explain or demonstrate how to use a defibrillator. - Describe or demonstrate how to work as a team and perform CPR safely.



Summer Term 2

Week Beginning	Lesson Content
07-Jun	Under the influence: The business of influence - Describe benefits and positive uses of social media - Explain how someone might be influenced by social media - Analyse who can benefit from influencing others online
14-Jun	Under the influence: Feeding the algorithm - Explain what can affect the content someone sees on social media - Analyse how social media use can impact someone's interests, wellbeing, and worldview - Evaluate strategies to reduce potential negative impacts of social media use
21-Jun	FIELD WEEK
28-Jun	River safety: Have you got their back? - Assess risk in situations involving inland bodies of water - Explain how to keep safe or reduce risks around waterways - Describe or demonstrate how to manage peer influence and exit risky situations safely Rail safety: Make your choice - Describe and explain rail safety rules and behaviours - Identify reasons for rail safety rules and behaviours, and consequences for disregarding these, for oneself, others, and the wider community - Identify rail-related risks and dangers - Describe ways to keep oneself and others safe around the railway, and how to get help in an emergency - Demonstrate ways to resist pressure to behave in an unsafe or risky way around the railway



Year 9 Wellbeing Programme Michaelmas Term 1

Week Beginning	Lesson Content
31-Aug (Term starts Wed 02-Sep)	THE ELTHAM CONSTITUTION - Be able to understand the Eltham Constitution - Be able to explain the values that are important to us at Eltham College - Understand how to contribute to upholding the Eltham Constitution
07-Sep	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
14-Sep	
21-Sep	Wellbeing for Life: Managing strong emotions - Explain factors that affect wellbeing throughout adolescence - Analyse links between mental and physical health - Evaluate strategies to manage strong emotions - Explain the impact of using these strategies effectively
28-Sep	Wellbeing for Life: Managing distractions - Identify a range of helpful and unhelpful distractions and explain how these can affect the way someone feels - Analyse the impact of social media on wellbeing - Evaluate strategies for managing distractions, including strategies that promote wellbeing online
05-Oct	Wellbeing for Life: Managing disappointments and setbacks - Explain how experiencing disappointments and setbacks can make someone feel and behave - Explain how language and misconceptions around mental health can affect how someone responds to disappointments and setbacks - Evaluate strategies to develop positive thinking habits and learn from disappointments and setbacks
12-Oct	Wellbeing for Life: Unhealthy coping strategies - Identify warning signs of emotional and mental health difficulties - Explain why self-harm and disordered eating are unhealthy coping strategies - Describe why someone might find it challenging to seek help for themselves or others - Identify how and where to seek help for themselves or others Healthy coping strategies - Identify signs that someone is feeling worried, tense or stressed - Evaluate a range of healthy coping strategies - Explain how someone can seek help for themselves or others when feeling worried, tense or stressed



Michaelmas Term 2

Week Beginning	Lesson Content
02-Nov	Drug education: Vaping - Assess the potential impact of influences and marketing on young people's behaviour related to vaping - Explain the consequences of vaping, including the environmental cost - Analyse ways to challenge influences and misconceptions about vaping
09-Nov	Drug education: Exploring attitudes - Describe the names, appearance and effects of a range of illegal drugs - Analyse our attitudes and beliefs about the prevalence of drug use amongst young people - Assess the reasons why young people might choose to use or not use drugs
16-Nov	Drug education: The law and managing risk - Explain the legal terms 'possession', 'supply' and 'intent to supply' in relation to drugs - Explain the short and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs
23-Nov	Drug education: Alcohol and cannabis - Analyse the factors that might affect someone's decision to use or not use substances - Describe some of the health risks associated with occasional and problematic substance use - Identify and challenge misconceptions related to cannabis use and drinking alcohol
30-Nov	Drug education: Managing influence - Explain the physical, emotional and social consequences substance use might have on someone - Demonstrate strategies they could use if someone offers them something that might be harmful or illegal - Explain the potential impact of others' views about drugs, alcohol and smoking on decision-making - Explain what support is available to people who are concerned about substance use and how to access it for themselves or others
07-Dec	Home Office: Preventing Involvement in Serious and Organised Crime: Serious and organised crime - Explain the reasons why some people might get involved in serious and organised crime - Describe the far-reaching consequences of getting involved in serious and organised crime - Explain the factors and strategies that can help people avoid, or get out of, serious and organised crime - Describe positive ways in which young people can make the most of their skills and abilities

Lent Term 1

Week Beginning	Lesson Content
11-Jan	Consent : Avoiding assumptions - Identify common assumptions related to consent and explain why these are wrong. - Explain the right to not give or withdraw consent at any time and why this must be respected. - Describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give, or withdraw consent.
18-Jan	Consent: Freedom and capacity to consent - Explain what is meant by freedom and capacity to consent - Recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given - Explain why trying to make someone more vulnerable or misleading them is wrong, and can be a very serious offence - Explain where, why and how to get advice and support for issues relating to consent
25-Jan	Healthy relationships and sexual health: Relationship values - Describe different relationship values and attitudes and explain why these might differ from person to person - Identify ways to challenge unhealthy perceptions and attitudes about relationships - Explain how someone might assess their readiness for intimacy
01-Feb	Healthy relationships and sexual health: Contraception - Identify the main types of contraception and how they prevent conception and/or protect against sexually transmitted infections (STIs) - Describe when, where and how to access contraception, including emergency contraception - Explain how to effectively communicate about contraception
08-Feb	Healthy relationships and sexual health: Sexual health - Describe symptoms of, and treatments for, common STIs identify how someone might protect themselves against STIs - Explain how to access reliable sources of help to support sexual health - Explain how to use a condom



Lent Term 2

Week Beginning	Lesson Content
22-Feb	Healthy relationships and sexual health: Managing the ending of relationships - Identify the range of emotions associated with breakups - Explain how someone might manage a breakup safely and appropriately - Assess strategies to help manage emotions when a relationship ends
01-Mar	Not just flirting: Feelings about sharing nudes - Analyse different motivations behind requesting, sending and passing on nude images - Identify thoughts and emotions associated with receiving unwanted images - Challenge misconceptions relating to sending and receiving nude images - Describe strategies to manage pressure to send or share an image, and where and how to seek further support.
08-Mar	Digital deception: Understanding deepfakes: Motivations and consequences - Describe what deepfake images are - Assess the reasons why deepfake images might be created - Explain the harms caused to individuals and the wider social consequences of posting deepfake images
15-Mar	Digital deception: Understanding deepfakes: Tackling deepfakes - Identify where, when and how to seek support if deepfake images are encountered online - Explain why it is important to challenge attitudes and behaviours that can encourage deepfake images to be shared - Evaluate individual and community responses to deepfake images
22-Mar (Term ends Wed 24-Mar)	British Heart Foundation: Classroom RevivR - Identify the difference between cardiac arrest and heart attack. - Explain or demonstrate how to respond if they see an unconscious person, including how to make an emergency call and get help. - Explain or demonstrate how to use a defibrillator. - Describe or demonstrate how to work as a team and perform CPR safely.

Summer Term 1

Week Beginning	Lesson Content
12-Apr (Term starts Thurs 15-Apr)	British Heart Foundation: Classroom RevivR - Identify the difference between cardiac arrest and heart attack. - Explain or demonstrate how to respond if they see an unconscious person, including how to make an emergency call and get help. - Explain or demonstrate how to use a defibrillator. - Describe or demonstrate how to work as a team and perform CPR safely.
19-Apr	Navigating work, study and careers: Exploring career interests - Assess how personal values and strengths can influence someone's career choices - Identify that people can have different jobs working within the same field or industry - Explain how someone's skills and interests can lead to different career pathways
26-Apr	Navigating work, study and careers: Work patterns and workplaces - Explain differences between employment, self-employment, and voluntary work - Analyse the factors that can influence the type of employment someone may have - Explain what a positive work environment looks like to different people
03-May	Navigating work, study and careers: Managing pressure and seeking support - Explain how external influences can affect decisions about KS4 options - Identify ways to manage pressure and seek support when choosing KS4 options - Analyse strategies someone can use to help manage challenges and navigate setbacks relating to KS4 options
10-May	Opportunities, strengths and managing online presence: Showcasing personal strengths - Identify risks and benefits of sharing material online that an employer, client or organisation may be able to see - Describe strategies to showcase personal strengths online - Explain how to create a positive first impression with potential clients or employers through social media
17-May	End of Year Exam Week
24-May	Opportunities, strengths and managing online presence: Managing online reputation - Explain that what someone shares on social media now may affect their employment opportunities in the future - Identify opportunities for cultivating career opportunities online and associated challenges - Evaluate the benefits and challenges of maintaining a positive online presence



Summer Term 2

Week Beginning	Lesson Content
07-Jun	Challenging the narrative: thinking critically about misogyny: Exploring harms and misconceptions - Explain what misogyny is - Describe the harms caused by misogynistic attitudes and beliefs - Identify common misogynistic misconceptions and explain why they are inaccurate - Assess strategies to challenge misogynistic attitudes and beliefs
14-Jun	Challenging the narrative: thinking critically about misogyny: Responding to misogyny - Identify where misogynistic ideas and narratives come from - Explain how misinformation can spread online, and tactics influencers use to engage users with misogynistic content - Analyse how to safely respond to or report misogynistic content
21-Jun	Field Week
28-Jun	Cybercrime: Causes of cybercrime - Describe what cybercrime is using key terms - Evaluate the reasons why someone may become involved in cybercrime - Describe or demonstrate decision-making and risk assessment skills in relation to cybercrime Effects of cybercrime - Explain the consequences of cybercrime, for the perpetrator and the target - Recommend alternative pathways for someone at risk of committing cybercrime

Year 10 Wellbeing Programme Programme Overview

5Rs Strand	ELEMENT	LEARNING OBJECTIVES
Respect 1	Belonging and community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
Respect 2	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.	Belonging and community - Explain the importance of respecting diversity, assess how media and individual actions shape attitudes, and identify ways to challenge discrimination and promote inclusion. - Distinguish between legitimate democratic behaviour and violent extremism, and explain the impact of extremism on individuals and communities. - Analyse strategies to reduce the influence of extremist views among peers and within communities. - Identify techniques used to recruit or radicalise individuals, and explain how to respond safely and critically to these tactics. - Describe how and where to seek help and support in relation to radicalisation and extremism.
Relationships 1	Safe relationships and sexual health This unit helps students to recognise healthy and unhealthy relationship behaviours, and breakups, and make informed decisions about sexual health.	Healthy relationships and sexual health - Evaluate relationship behaviours, identify signs of unsafe relationships, and apply strategies to manage conflict and breakups respectfully and safely. - Describe different types of contraception, explain how they work, and assess factors influencing people's choices. - Evaluate sources of sexual health information and demonstrate how to communicate effectively about contraception with partners and healthcare professionals. - Identify symptoms, consequences, and treatments for common STIs, and explain how transmission (including HIV) can be prevented. - Assess when and how to access sexual health services, including recognising and overcoming barriers to support.



Relationships 2	Exploring consent and recognising abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.	Consent • Recognise what enthusiastic consent looks like, assess readiness for intimacy, and explain the role of communication and respect in healthy relationships. • Evaluate how pornography can influence understanding of consent, challenge harmful messages, and explain the legal framework around explicit content and image sharing. • Identify when consent becomes pressured or coerced, recognise the right to give or withdraw consent, and challenge victim-blaming attitudes. • Explain the legal consequences of pressure, persuasion, or coercion, and identify when and how to seek advice or support. • Recognise rights within different types of relationships, explain how to report abuse, and evaluate ways to overcome barriers to accessing support.
Responsibility 1	Managing influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.	Under the influence • Assess different motivations behind creating social media content and explain who benefits from sharing, including how platforms generate income. • Analyse how social media business models influence the type of content created and promoted. • Identify factors that influence what users see on social media, such as algorithms and engagement patterns. • Analyse the trustworthiness of different content creators and sources online. • Explain how to evaluate the accuracy and reliability of content shared on social media. Challenging the narrative: thinking critically about misogyny • Analyse how misogynistic beliefs and attitudes can harm individuals and others, including impacts on wellbeing, relationships, and aspirations. • Explain how misogynistic ideas spread online and identify factors that may make people more vulnerable to harmful narratives. • Explain why misogynistic beliefs are inaccurate and recognise how they may be experienced in different contexts. • Identify when it is appropriate to challenge misogynistic views and demonstrate safe, constructive ways to do so. • Evaluate strategies to reduce the spread of misogynistic narratives and promote respectful, healthy relationships.

Responsibility 2	Navigating the online world This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	Digital deception: Understanding deepfakes • Explain what deepfakes are, analyse the harm they can cause, and identify sources of support for those affected. Identify the wider impacts of deepfake technology at local, national, and international levels, and explain the relevant laws and risks associated with tools such as nudification. • Evaluate strategies to reduce the harm caused by deepfakes and related technologies. • Analyse attitudes and social norms around requesting, sending, and sharing nude images, including legal and moral implications of sharing without consent. • Explain and apply strategies to manage unwanted images or pressure, and confidently challenge harmful behaviours and expectations.
Resilience	Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.	Wellbeing for Life • Describe common negative thinking patterns, evaluate strategies to reframe them, and identify ways to learn from setbacks and disappointments. • Identify helpful and unhelpful distractions in different contexts, explain their impact on wellbeing, and evaluate strategies for staying focused, especially during exams. • Identify causes of stress and tension, explain their effects on feelings and behaviour, and evaluate strategies to manage stress and support wellbeing. • Identify common mental health issues in young people, recognise signs of difficulty, and explain how to seek help for oneself or others. • Assess the reliability and appropriateness of different sources of support for mental health and wellbeing.
Readiness	Financial decisions This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.	MoneyMatters • Explain how people can earn money, including different types of income and employment. • Understand how credit and debt work, including risks, benefits, and how to manage borrowing responsibly. • Develop skills to manage personal finances effectively, including budgeting, spending, and avoiding financial difficulties.



Programme Schedule

Michaelmas Term

Week Beginning	10LEE	10ADM	10LJT	10LTO	10JBA
31-Aug (Term starts Wed 02-Sep)	Hemisphere Racial Literacy Training				
07-Sep	Safe relationships and sexual health NJB	Managing influence: Money LVC	Navigating the online world ADM	PE	
14-Sep					
21-Sep	Wellbeing for life BMQ	Safe relationships and sexual health NJB	Managing influence: Money LVC		
28-Sep					
05-Oct	Managing influence: Money LVC	Valuing diversity and challenging extremism KAR	Safe relationships and sexual health NJB		
12-Oct					
19-Oct	HALF TERM				
26-Oct					
02-Nov	PE			Safe relationships and sexual health NJB	Navigating the online world ADM
09-Nov					
16-Nov				Wellbeing for life BMQ	Safe relationships and sexual health NJB
23-Nov					
30-Nov				Exploring consent and recognising abuse NJB	Valuing diversity and challenging extremism KAR
07-Dec					

Lent Term

Week Beginning	10LEE	10ADM	10LJT	10LTO	10JBA
04-Jan (Term starts Thurs 07-Jan)	Valuing diversity and challenging extremism KAR	Navigating the online world ADM	Exploring consent and recognising abuse NJB	Managing influence: Money LVC	Wellbeing for life BMQ
11-Jan					
18-Jan	Exploring consent and recognising abuse NJB	Wellbeing for life BMQ	Managing influence: Challenging misogyny JFK	PE	
25-Jan					
01-Feb	MONEYMATTERS				
08-Feb					
15-Feb	HALF TERM				
22-Feb	PE			MONEYMATTERS	
01-Mar					
08-Mar				Valuing diversity and challenging extremism KAR	Managing influence: Money LVC
15-Mar					
22-Mar (Term ends Wed 24-Mar)					



Summer Term

Week Beginning	10LEE	10ADM	10LIT	10LTO	10JBA
12-Apr (Term starts Thurs 15-Apr)	YEAR 10 EXAMS				
19-Apr					
26-Apr	Managing influence: Challenging misogyny JFK	Exploring consent and recognising abuse NJB	Valuing diversity and challenging extremism KAR	PE	
03-May					
10-May	Navigating the online world ADM	Managing influence: Challenging misogyny JFK	Wellbeing for life BMQ		
17-May	ACADEMIC PROGRESSION WEEK				
24-May	Navigating the online world ADM	Managing influence: Challenging misogyny JFK	Wellbeing for life BMQ	PE	
31-May	HALF TERM				
07-Jun	PE			Navigating the online world ADM	Managing influence: Challenging misogyny JFK
14-Jun					
21-Jun				Managing influence: Challenging misogyny JFK	Exploring consent and recognising abuse NJB
28-Jun					

Year 11 Wellbeing Programme Content Overview

5Rs Strand	ELEMENT	LEARNING OBJECTIVES
Respect 1	Belonging and community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
Relationships 1	Safe relationships and sexual health This unit helps students to explore power and control, set boundaries, manage conflict and breakups.	CEOP – Exploited - Describe features of healthy and unhealthy relationships, including the role of communication, consent, and boundaries. - Identify early signs of manipulation, abuse, and exploitation in both offline and online relationships. - Analyse how power and control operate in exploitative relationships and the emotional impact on individuals. - Evaluate strategies to recognise and respond to manipulation, coercion, and pressure, including setting and maintaining boundaries. - Explain how to seek help, identify barriers to support, and assess ways to overcome these barriers.
Responsibility 1	Drugs and personal safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.	Drug education - Analyse how alcohol and other drugs affect decision-making, and assess the risks of substance use in different situations. - Explain strategies to stay safe and support others when socialising, including recognising potentially unsafe situations. - Analyse how internal and external influences affect decisions, and evaluate ways to manage peer pressure and be a positive influence. - Describe the physical and psychological consequences of substance use, explain addiction, and identify support and ways to overcome barriers to seeking help. - Evaluate personal safety strategies, including supporting others and challenging harmful attitudes related to safety and violence.



Responsibility 2	Families, fertility and pregnancy This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	Committed relationships, family life, fertility and pregnancy choices - Describe the different options for long-term commitment, including how relationships can become legally binding and the legal rights associated with them. - Explain why people choose to marry, analyse attitudes towards marriage, and recognise the unacceptability of forced marriage, including how to access support. - Identify the benefits of stable, committed relationships and explain the roles, responsibilities, and characteristics of effective parenting. - Explain fertility changes over time, how to maintain a healthy pregnancy, and describe different routes to parenthood and responses to unplanned pregnancy, including accessing support. - Explain legal considerations around abortion, recognise differing viewpoints, and describe how to access medical advice and emotional support.
Responsibility 3	Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices.	Exploring blood, organ and stem cell donation, testicular and breast cancer - Describe the processes involved in blood, stem cell, organ, and tissue donation, and analyse their importance for individuals and society. - Explain choices around donation, including factors influencing decisions and the opt-out system in England, and consider the emotional impact of donation - Explain what testicular cancer is, identify signs, symptoms, and risk factors, and demonstrate how to carry out self-examination and seek help. - Describe breast cancer, including signs, symptoms, and the importance of early detection, alongside risk factors such as lifestyle and family history. - Identify reliable sources of health information and explain how to access support and medical services for cancer concerns.
Responsibility 4	Democracy and British Values This unit explores the implications of the Equality Act and the impact of hate crimes, and explores the importance of democracy and the right to vote.	Democracy and British Values - Explain the key principles of the Equality Act and how it protects individuals from discrimination. - Identify different types of hate crime and analyse their impact on individuals and communities. - Explain the importance of democracy and the role it plays in promoting fairness and equality. - Describe the right to vote, including why it is important and how individuals can participate in democratic processes. - Evaluate ways to challenge discrimination and hate, and promote inclusion and active citizenship.

Responsibility 5	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, in relation to alcohol and in response to medical emergencies.	Emergency Aid - Explain what the bystander effect is and analyse how it can influence people's actions in emergency situations. - Identify appropriate actions to take in an emergency, including when and how to seek help. - Describe the signs of alcohol poisoning and demonstrate how to safely help someone who is unconscious. - Evaluate strategies to maintain personal safety in social settings such as house parties. - Apply practical steps to look after oneself and others, including making safe choices and responding confidently in risky situations.
Resilience	Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.	Wellbeing for Life - Describe how change, including loss and bereavement, can affect people differently and explain the process of grief. - Identify strategies to manage change, loss, and bereavement, and how to support others who are grieving. - Explain why, when, and how to access help and support for oneself or others. - Explain the importance of sleep for wellbeing and brain function, particularly during adolescence. - Describe how lifestyle choices affect sleep and evaluate strategies to improve sleep quality and patterns.
Readiness 1	Online financial harms This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.	Online financial harms - Identify key consumer rights and seller responsibilities online, and assess the risks of different ways of making and spending money, including how to minimise them. - Describe features and risks of digital assets, and explain how data and targeted advertising are used to influence spending decisions, alongside strategies to manage this. - Analyse methods used to encourage spending in games and online shopping, and distinguish between controlled and uncontrolled spending. - Evaluate strategies to reduce gambling and overspending, and identify when and how to seek support. - Explain factors that contribute to online financial exploitation, and identify strategies to recognise, challenge, and report it.



Programme Schedule

Michaelmas Term

Readiness 2	Study, work and careers This unit explores career choices and pathways, work experience, and applications for study or work.	Navigating work, study and careers - Analyse how different work patterns, contract types, and labour market trends influence career opportunities and choices. - Assess how personal strengths, interests, values, and circumstances shape career decisions, and how skills can be developed over time. - Compare post-16 qualifications, set realistic career goals, and explain how to manage setbacks and access careers advice and support. - Explain the features of professional communication and demonstrate ways to present skills, strengths, and experience effectively, including online. - Evaluate strategies to manage emotions and perform positively during applications and interviews.
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Week Beginning	11CAH	11DZB	11HJH	11JCA	11HWM				
31-Aug (Term starts Wed 02-Sep)	Hemisphere Racial Literacy Training								
07-Sep	Study, work and careers LOB	Safe relationships NJB	Emergency Aid TMP	Online financial harms ATD	Democracy and British Values SFM				
14-Sep									
21-Sep	Wellbeing for life AKB	Study, work and careers LOB	Safe relationships NJB	Emergency Aid TMP	Online financial harms ATD				
28-Sep									
05-Oct	Drugs and personal safety LVC	Wellbeing for life AKB	Study, work and careers LOB	Safe relationships NJB	Emergency Aid TMP				
12-Oct									
19-Oct	HALF TERM								
26-Oct									
02-Nov	Health choices and wellbeing MMP	Drugs and personal safety LVC	Wellbeing for life AKB	Study, work and careers LOB	Safe relationships NJB				
09-Nov									
16-Nov	A-LEVEL TASTER SESSIONS								
23-Nov									
30-Nov	Safe relationships NJB	Health choices and wellbeing MMP	Drugs and personal safety LVC	Wellbeing for life AKB	Study, work and careers LOB				
07-Dec									



Lent Term

Week Beginning	11CAH	11DZB	11HJH	11JCA	11HWM
04-Jan (Term starts Thurs 07-Jan)	MOCK EXAMS				
11-Jan					
18-Jan	Two-wheeled Scooter Safety Talk/Unifrog Workshops				
25-Jan	Bromley Changes Talk				
01-Feb	It Happens Talk				
08-Feb	National Apprenticeship Week/Higher Education Talks				
15-Feb	HALF TERM				
22-Feb	Democracy and British Values SFM	Online financial harms ATD	Health choices and wellbeing MMP	Families, fertility and pregnancy NJB	Wellbeing for life AKB
01-Mar					
08-Mar	Emergency Aid TMP	Democracy and British Values SFM	Online financial harms ATD	Health choices and wellbeing MMP	Drugs and personal safety LVC
15-Mar					

Summer Term

Week Beginning	11CAH	11DZB	11HJH	11JCA	11HWM
12-Apr (Term starts Thurs 15-Apr)	Families, fertility and pregnancy LVC	Emergency Aid TMP	Families, fertility and pregnancy NJB	Democracy and British Values SFM	Health choices and wellbeing MMP
19-Apr					
26-Apr	Online financial harms ATD	Families, fertility and pregnancy MMP	Democracy and British Values SFM	Drugs and personal safety LVC	Families, fertility and pregnancy NJB
03-May					
10-May	STUDY LEAVE				
17-May					
24-May					

Sixth Form Wellbeing Programme Year 12 Content – Laying Foundations

5 Rs Strand	Learning Objectives
RESPECT	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
	Fitting in - Identify strategies to manage new situations and environments, including building confidence and adapting to change - Explain how anxiety can arise in different social situations and describe practical ways to cope with these feelings. - Apply techniques to maintain wellbeing and respond positively when faced with unfamiliar or challenging experiences.
	Creating relationships - Explore how personal values and priorities shape choices in building healthy, respectful relationships. - Identify actions and communication strategies that promote strong, supportive connections with others. - Recognise and evaluate toxic behaviours, and understand how to respond to and challenge them appropriately.
	Managing conflict - Develop confidence in expressing personal viewpoints clearly and assertively without being confrontational or aggressive. - Understand how to respond to challenging or opposing viewpoints in a respectful and constructive way. - Practise engaging in dialogue that promotes understanding, empathy, and respect for differing perspectives.
RELATIONSHIPS	Sexual health - Understand different contraception options and how they help prevent unwanted pregnancy and reduce the risk of STIs. - Identify a range of sexual health services and explain how to access advice, support, and treatment. - Recognise when to seek help and make informed decisions to maintain sexual health and wellbeing.
	Harmful behaviours - Understand the importance of consent and clear communication in romantic and intimate relationships. - Recognise harmful sexual behaviours, including the potential influence of pornography on expectations and attitudes. - Know what actions to take and where to seek support if experiencing or affected by harmful behaviours.
RESPONSIBILITY	Gambling and addiction - Understand how online gambling works, including the role of platforms that promote gambling, and explain the legal framework that regulates these activities. - Analyse the potential impacts of online gambling on individuals, including financial, emotional, and behavioural consequences. - Evaluate strategies to recognise risks, make informed choices, and seek support when gambling-related harm is identified.
RESILIENCE	Dealing with change - Identify and apply practical techniques to cope with change and uncertainty in different situations. - Analyse strategies for making informed decisions when faced with significant life choices. - Develop skills to manage competing demands effectively, including prioritisation, organisation, and resilience.
	Unhealthy coping strategies - Understand the importance of sleep for physical health, mental wellbeing, and academic performance. - Identify factors that can negatively affect sleep, including the use of caffeine and energy drinks. - Explore and apply strategies to develop healthy sleep habits and improve sleep quality.
READINESS	MoneyMatters - Understand the key principles of budgeting and how to plan income and expenditure to meet financial commitments. - Explain the importance of managing money responsibly, including saving, avoiding unnecessary debt, and planning for future expenses. - Apply strategies for effective financial decision-making to maintain financial stability and meet obligations.



| Year 12 Programme – Laying Foundations

Week Beginning	12A	12B	12C	12D	12E	12F	12G	12H
25-Jan	Respect 1 Fitting in	Respect 1 Fitting in	Respect 1 Fitting in	Respect 3 Managing Conflict	Respect 3 Managing Conflict	Respect 3 Managing Conflict	Respect 2 Creating Relationships	Respect 2 Creating Relationships
01-Feb	Respect 2 Creating Relationships	Respect 2 Creating Relationships	Respect 2 Creating Relationships	Respect 1 Fitting in	Respect 1 Fitting in	Respect 1 Fitting in	Respect 3 Managing Conflict	Respect 3 Managing Conflict
08-Feb	Respect 3 Managing Conflict	Respect 3 Managing Conflict	Respect 3 Managing Conflict	Respect 2 Creating Relationships	Respect 2 Creating Relationships	Respect 2 Creating Relationships	Respect 1 Fitting in	Respect 1 Fitting in
15-Feb	HALF TERM							
22-Feb	Relationships 1 Sexual Health	Relationships 1 Sexual Health	Relationships 1 Sexual Health	Responsibility Gambling and Addiction	Responsibility Gambling and Addiction	Responsibility Gambling and Addiction	Relationships 2 Harmful Behaviours	Relationships 2 Harmful Behaviours
01-Mar	Relationships 2 Harmful Behaviours	Relationships 2 Harmful Behaviours	Relationships 2 Harmful Behaviours	Relationships 1 Sexual Health	Relationships 1 Sexual Health	Relationships 1 Sexual Health	Responsibility Gambling and Addiction	Responsibility Gambling and Addiction
08-Mar	Responsibility Gambling and Addiction	Responsibility Gambling and Addiction	Responsibility Gambling and Addiction	Relationships 2 Harmful Behaviours	Relationships 2 Harmful Behaviours	Relationships 2 Harmful Behaviours	Relationships 1 Sexual Health	Relationships 1 Sexual Health
29-Mar	EASTER HOLIDAY							
05-Apr								
19-Apr	PROGRESS TESTS							
26-Apr								
03-May	UniFrog							
10-May	UniFrog							
17-May	WeX Week							
24-May	Resilience 1 Dealing with Change	Resilience 1 Dealing with Change	Resilience 2 Unhealthy Coping Strategies	Resilience 2 Unhealthy Coping Strategies	MoneyMatters			
31-May	HALF TERM							
07-Jun	Resilience 2 Unhealthy Coping Strategies	Resilience 2 Unhealthy Coping Strategies	Resilience 1 Dealing with Change	Resilience 1 Dealing with Change	MoneyMatters			
14-Jun	MoneyMatters				Resilience 1 Dealing with Change	Resilience 1 Dealing with Change	Resilience 2 Unhealthy Coping Strategies	Resilience 2 Unhealthy Coping Strategies
21-Jun	FIELD WEEK							
28-Jun	MoneyMatters				Resilience 2 Unhealthy Coping Strategies	Resilience 2 Unhealthy Coping Strategies	Resilience 1 Dealing with Change	Resilience 1 Dealing with Change

| Year 13 Content – Looking Forward

5 Rs Strand	Learning Objectives
RESPECT	Hemisphere Racial Literacy Training - Understand how race and bias affect pupils in UK schools, with a focus on the experiences and outcomes of Black and mixed Black heritage students. - Be able to challenge assumptions about different cultural backgrounds, and deepen understanding of identity, bias, and inclusion. - Foster confidence and inclusivity in interactions across school, workplace, and everyday life contexts.
	Responding to difference and cancel culture - Understand the meaning of “cancel culture” and analyse its potential impact on individuals and wider society. - Evaluate different perspectives on cancel culture and form a balanced, informed personal viewpoint. - Identify and apply more constructive ways to manage disagreement and respond to conflict respectfully.
	Expressing opinions - Understand the differences between passive, assertive, and aggressive behaviours, and how each affects communication and relationships. - Recognise and apply assertive behaviour when responding to peer pressure, particularly in situations involving alcohol. - Demonstrate practical strategies to manage risk and make safe choices and explain why these approaches are effective.
RELATIONSHIPS	Exploring relationships - Identify and evaluate different types of relationships, considering the potential benefits and challenges of each. - Understand what relationship values are, and explore personal values and needs within relationships. - Analyse the impact of differing values between partners and evaluate strategies for managing incompatibility respectfully.
	Sextortion - Understand what sextortion is and recognise how it can occur in online interactions. - Identify practical strategies to protect against sextortion, including safe online behaviours and privacy measures. - Know what actions to take and where to seek support if you experience or are affected by sextortion.
RESPONSIBILITY	Staying Safe: Decision-making, and risk awareness - Understand why planning how to get home safely is important, including recognising potential risks and unsafe situations. - Identify common dangers linked to travel, social situations, and environments, and how to recognise warning signs. - Evaluate the decisions involved in getting home safely and how choices can impact personal and others’ safety. - Understand how alcohol and drugs can impair judgement and decision-making in social settings. - Analyse the short- and long-term consequences of risky behaviour, including reputational impact, and the importance of responsible decision-making.
	Understanding substance use, risk and addiction - Identify the risks associated with alcohol and substance use and apply harm reduction strategies to manage these safely. - Understand how and why addiction can develop, including its physical and psychological impacts. - Know how to respond and where to seek support if experiencing or affected by substance misuse or addiction.
	Online safety, regulation and freedom of expression - Understand the key components of the Online Safety Act (2023) and its purpose in regulating online platforms. - Analyse the impact of the Act on social media companies, users, and content creators. - Critically evaluate the balance between free speech and the need for online safety and regulation.
RESILIENCE	Dealing with loneliness - Understand the potential emotional, social, and physical effects of loneliness. - Identify and apply strategies to manage and reduce feelings of loneliness in yourself and others. - Assess the impact of social media on loneliness, considering both its benefits and potential drawbacks.
	Healthy coping strategies - Understand what unhealthy coping strategies are and recognise when they may be used in response to difficult life changes. - Explore the importance of talking, peer support, and self-care as positive ways to manage challenges and maintain wellbeing. - Apply practical strategies to replace unhelpful coping mechanisms with healthier approaches when facing change or stress.
READINESS	Independent travel - Understand potential risks and challenges when travelling, and recognise the importance of researching destinations in advance. - Evaluate strategies for keeping yourself and others safe when travelling abroad. - Explore different gap year opportunities, including volunteering, charity work, and adventure travel, and assess their benefits.
	MoneyMatters - Understand how to create and apply a budget for independent living at university, including managing income and expenditure. - Explain how student finance works and identify typical sources of income for students. - Identify common student expenses and apply strategies to manage money effectively while living independently.
	Student nutrition - Understand how to plan and prepare healthy, nutritious meals on a budget. - Identify the nutritional and financial benefits of cooking meals compared to buying convenience or takeaway foods. - Apply practical strategies to make cost-effective, healthy food choices when living independently.
	Preparing for independent living: Practical skills for university life - Understand key practical skills for independent living, including laundry, basic household tasks, and personal organisation. - Explain the essentials of renting accommodation, including tenant rights, responsibilities, and safety considerations. - Identify how to access health services at university and know what to do if you are unwell or need support.



Year 13 Programme – Looking Forward

Week Beginning	13A	13B	13C	13D	13E	13F	13G	13H
12-Oct	HEMISPHERE TRAINING							
19-Oct	HALF TERM							
26-Oct								
02-Nov	Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living	Responsibility 2 Substance Use, Risk and Addiction	Responsibility 3 Online Safety, Regulation, and Freedom of Expression	Relationships 1 Exploring Relationships	Respect 2 Expression Opinions	Respect 1 Responding to Difference	Relationships 2 Sextortion
09-Nov			Resilience 2 Healthy Coping Strategies	Readiness 3 Independent Travel	Responsibility 2 Substance Use, Risk and Addiction	Readiness 1 Student Nutrition	Relationships 1 Exploring Relationships	Respect 2 Expression Opinions
16-Nov	Respect 1 Responding to Difference	Respect 2 Expression Opinions	Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living	Responsibility 3 Online Safety, Regulation, and Freedom of Expression	Relationships 2 Sextortion	Readiness 3 Independent Travel	Resilience 2 Healthy Coping Strategies
23-Nov	Resilience 1 Dealing with Loneliness	Responsibility 3 Online Safety, Regulation, and Freedom of Expression			Resilience 2 Healthy Coping Strategies	Readiness 3 Independent Travel	Responsibility 2 Substance Use, Risk and Addiction	Readiness 1 Student Nutrition
30-Nov	Relationships 1 Exploring Relationships	Resilience 2 Healthy Coping Strategies	Respect 1 Responding to Difference	Relationships 2 Sextortion	Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living	Readiness 1 Student Nutrition	Readiness 3 Independent Travel
07-Dec	Y13 Mock Briefing							
14-Dec	CHRISTMAS HOLIDAY							
21-Dec								
28-Dec								
04-Jan (Term starts Thurs 07-Jan)	MOCKS							
11-Jan								
18-Jan	MoneyMatters				Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living	Respect 2 Expression Opinions	Resilience 1 Dealing with Loneliness
25-Jan	MoneyMatters				Respect 1 Responding to Difference	Relationships 1 Exploring Relationships	Readiness 2 Preparing for Independent Living	Responsibility 1 Staying Safe and Risk Awareness
01-Feb	Responsibility 2 Substance Use, Risk and Addiction	Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living	Readiness 1 Student Nutrition	MoneyMatters			
08-Feb	Relationships 2 Sextortion			Responsibility 2 Substance Use, Risk and Addiction	MoneyMatters			
15-Feb	HALF TERM							
22-Feb	Respect 2 Expression Opinions	Respect 1 Responding to Difference	Relationships 1 Exploring Relationships	Resilience 2 Healthy Coping Strategies	Relationships 2 Sextortion	Responsibility 2 Substance Use, Risk and Addiction	Readiness 2 Preparing for Independent Living	Responsibility 1 Staying Safe and Risk Awareness
01-Mar	Readiness 2 Preparing for Independent Living	Resilience 1 Dealing with Loneliness	Responsibility 3 Online Safety, Regulation, and Freedom of Expression	Responsibility 1 Staying Safe and Risk Awareness	Respect 2 Expression Opinions	Readiness 1 Student Nutrition	Resilience 2 Healthy Coping Strategies	Respect 1 Responding to Difference

08-Mar		Relationships 1 Exploring Relationships	Readiness 1 Student Nutrition		Readiness 3 Independent Travel	Resilience 2 Healthy Coping Strategies	Responsibility 3 Online Safety, Regulation, and Freedom of Expression	Responsibility 2 Substance Use, Risk and Addiction
15-Mar	Readiness 1 Student Nutrition	Relationships 2 Sextortion	Readiness 3 Independent Travel	Respect 1 Responding to Difference	Readiness 2 Preparing for Independent Living	Responsibility 1 Staying Safe and Risk Awareness	Resilience 1 Dealing with Loneliness	Responsibility 3 Online Safety, Regulation, and Freedom of Expression
22-Mar (Term ends Wed 24-Mar)	Readiness 3 Independent Travel	Readiness 1 Student Nutrition	Respect 2 Expression Opinions	Resilience 1 Dealing with Loneliness			Relationships 2 Sextortion	Relationships 1 Exploring Relationships
29-Mar	EASTER HOLIDAY							
05-Apr								
19-Apr	Responsibility 3 Online Safety, Regulation, and Freedom of Expression	Responsibility 2 Substance Use, Risk and Addiction	Resilience 1 Dealing with Loneliness	Relationships 1 Exploring Relationships	Readiness 1 Student Nutrition	Respect 1 Responding to Difference	Responsibility 1 Staying Safe and Risk Awareness	Readiness 2 Preparing for Independent Living
26-Apr	Resilience 2 Healthy Coping Strategies	Readiness 3 Independent Travel	Relationships 2 Sextortion	Respect 2 Expression Opinions	Resilience 1 Dealing with Loneliness	Responsibility 3 Online Safety, Regulation, and Freedom of Expression		





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