

Overarching concepts to PHSE

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Essential Skills & Attributes developed at The Jam Academy

Personal effectiveness	Interpersonal & social effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing risk & decision-making (integral to all of the above)	
<ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions 	

Key Stage 3 & 4

PHSE Education will be delivered throughout all areas of academy life. This document indicates where certain elements will be clearly delivered to students at our school. However this doesn't mean that areas won't be revisited at times through other sessions, such as project work.

Three core themes will be covered as advised by the PHSE Association:

- Core theme 1 - Health & Wellbeing
- Core theme 2 - Relationships
- Core theme 3 - Living in the Wider World

Health & Wellbeing

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

CORE THEME 1 – Health & Wellbeing				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
H301	to recognise their personal strengths and how this affects their self-confidence and self-esteem	H401	to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this	Soul food
H302	to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem			
H303	to accept helpful feedback or reject unhelpful criticism	H402	to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism	All classes
H304	to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment			
H305	the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;	H403	strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing	Soul food Health & fitness

CORE THEME 1 – Health & Wellbeing		
Students will have the opportunity to learn:	Building on Key Stage 3, students should have the opportunity to learn:	Tracking
H306 the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]	H404 the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)	Soul food Health & fitness
	H405 (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]	
	H406 to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)	
H307 to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)	H407 how to take increased responsibility for maintaining and monitoring their own health	Project
H308 the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM	H408 how lifestyle choices affect a developing foetus	Project
H309 the importance of and ways of taking increased responsibility for their own physical health and personal hygiene		Health & fitness
H310 the purpose and importance of immunisation and vaccination		Health & fitness
H311 about the use of contraception, including the condom and pill; to negotiate condom use (see also <i>Relationships</i>)		Project

CORE THEME 1 – Health & Wellbeing				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
H312	that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs	H409	about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk	Project
H313	the benefits of physical activity and exercise and the importance of sleep			Health & fitness
H314	to recognise and manage what influences their choices about exercise			Health & fitness
H315	the importance of, and strategies for, maintaining a balance between work, leisure and exercise			Soul food Health & fitness
H316	what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)			Health & fitness
H317	what might influence their decisions about eating a balanced diet			Soul food Health & fitness
H318	how the media portrays young people; to recognise its possible impact on body image and health issues	H410	to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes	Soul food Health & fitness
		H411	to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons	Soul food Health & fitness
H319	that identity is affected by a range of factors, including the media and a positive sense of self			Soul food
H320	ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations	H412	how to recognise and follow health and safety procedures	Project
H321	to understand how the inappropriate use of mobile phones can contribute to accidents			Project
H322	to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)	H413	how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)	Project

CORE THEME 1 – Health & Wellbeing				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
H323	to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety	H414	about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)	Project
H324	the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)			Project
H325	factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis	H415	the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke	Project
H326	the law relating to the supply, use and misuse of legal and illegal substances	H416	understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns	Project
H327	to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)	H417	he wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle	Project Soul food
H328	the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke			Project Soul food
H329	the safe use of prescribed and over the counter medicines			Project Soul food
H330	the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'			Project Soul food
H331	how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use			Project Soul food

CORE THEME 1 – Health & Wellbeing				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:	Tracking	
H332	about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices	H418	about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS	Project Health & safety

Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
R301	the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)			Soul food
R302	to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise			Soul food
R303	to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness			Soul food All classes
R304	to explore the range of positive qualities people bring to relationships			Soul food
R305	that relationships can cause strong feelings and emotions (including sexual attraction)	R401	strategies to manage strong emotions and feelings	Soul food

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:	Tracking	
R306	the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)	R402	the characteristics and benefits of positive, strong, supportive, equal relationships	Soul food
R307	that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships			Soul food
R308	different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)	R403	that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other	Soul food
R309	the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children			Soul food
R310	that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable			Soul food
R311	the roles and responsibilities of parents, carers and children in families	R404	parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)	Soul food
R312	how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement	R405	to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk	Soul food
R313	to understand the importance of friendship and to begin to consider love and sexual relationships in this context	R406	managing changes in personal relationships including the ending of relationships	Soul food

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
R314	to understand what expectations might be of having a girl/boyfriend	R407	to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support	Soul food
R315	to consider different levels of intimacy and their consequences			Soul food
R316	to acknowledge and respect the right not to have intimate relationships until ready			Soul food
R317	about readiness for sex and the benefits of delaying sexual activity	R421	to assess readiness for sex	Soul food
R318	that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected	R408	about the concept of consent in relevant, age-appropriate contexts	Soul food
		R415	how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity	Soul food
R319	about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)	R416	to recognise when others are using manipulation, persuasion or coercion and how to respond	Soul food
		R409	about the impact of domestic abuse (including sources of help and support)	Soul food
		R410	the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Soul food
		R411	about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce or bereavement	Soul food
		R412	how to access such organisations and other sources of information, advice and support	Soul food

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
R320	how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent	R417	to understand the pernicious influence of gender double standards and victim-blaming	Soul food
		R419	to manage unwanted attention in a variety of contexts (including harassment and stalking)	Soul food
		R420	to understand and respect others' faith and cultural expectations concerning relationships and sexual activity	Soul food
R321	about contraception, including the condom and pill (see also 'Health') and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships	R422	about accessing and the correct use of contraception (including emergency contraception), negotiating condom use	Project
R322	about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances	R423	to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance of family life)	Project
		R424	the reasons why parents choose to adopt/foster or to place children for adoption/fostering	Project
		R425	about abortion, including the current legal position and the range of beliefs and opinions about it	Project
		R426	the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support	Project
		R427	the fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age	Project
		R428	about the options open to people who are not able to conceive	Project
		R429	the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)	Soul food

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
R323	to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)	R414	to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)	Soul food
R324	about the difference between assigned/biological sex, gender identity and sexual orientation	R413	about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them	Soul food
R325	to recognise that there is diversity in sexual attraction and developing sexuality			Soul food
R326	the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology			Soul food
R327	about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so			Soul food
R328	to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted			Soul food
R329	the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them			Soul food
R330	to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it			Soul food
R331	to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours	R418	to recognise the impact of drugs and alcohol on choices and sexual behaviour	Soul food

CORE THEME 2 – Relationships				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
R332	to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns			Soul food
R333	laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon			Project
R334	about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support			Soul food
R335	the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)			Project
R336	to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy			Soul food
R337	how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns			Soul food
R338	when the sharing of explicit images may constitute a serious criminal offence			Project Soul food

Living in the Wider World

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

CORE THEME 3 – Living in the Wider World				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
L301	to recognise, clarify and if necessary challenge their own core values and how their values influence their choices	L401	to evaluate their own personal strengths and areas for development and to use this to inform goal setting	All classes
L302	the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)			All classes
L303	the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities	L402	about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace	Soul food
L304	strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives			Soul food
L305	about the potential tensions between human rights, British law and cultural and religious expectations and practices	L403	to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)	Soul food

CORE THEME 3 – Living in the Wider World				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
L306	about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored	L404	to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	Soul food
L307	to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations	L405	how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others	Soul food
		L406	how social media can offer opportunities to engage with a wide variety of views on different issues	Soul food
		L407	to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views	Soul food
		L408	the legal and personal risk associated with being asked for or sharing intimate images of others and strategies for managing these risks	Soul food
		L409	about harassment and how to manage this (including in the workplace); the legal consequences of harassment	Soul food
L308	about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills			Project Soul food
L309	to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them	L410	how their strengths, interests, skills and qualities are changing and how these relate to future employability	Soul food
L310	different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work	L411	about the information, advice and guidance available to them and how to access the most appropriate support	Soul food
L311	about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks			Project

CORE THEME 3 – Living in the Wider World				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
L312	about different work roles and career pathways, including clarifying their own early aspirations	L412	to further develop study and employment skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)	Project
L313	about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes			Project
L314	about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process	L413	about the range of opportunities available to them for career progression, including in education, training and employment	Project Soul food Individual tutorials
L315	the benefits of being ambitious and enterprising in all aspects of life	L414	about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed	Project
		L415	to research, secure and take full advantage of any opportunities for work experience that are available	Project
L316	the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit	L416	about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)	Project
		L417	attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')	Project
L317	the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged	L418	about confidentiality in the workplace, when it should be kept and when it might need to be broken	Project Soul food
		L419	to develop their career identity, including how to maximise their chances when applying for education or employment opportunities	Project Soul food

CORE THEME 3 – Living in the Wider World				
Students will have the opportunity to learn:		Building on Key Stage 3, students should have the opportunity to learn:		Tracking
L318	to assess and manage risk in relation to financial decisions that young people might make	L420	to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns of money, gambling etc.	Project Soul food
L319	about gambling (including online) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others			Project Soul food
L320	to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)	L421	to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices	Project Soul food
		L422	their consumer rights and how to seek redress	Project Soul food