

TNHA Curriculum Planning Document Subject: LOOL Year: 7

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from						
KS2/3)						
Topic/ Unit title	Transition/Friendship	Project Based	Sleep	Human Rights	Project Based	PSHE via Film
	Mental Health	Learning	Knife crime	Diversity and	Learning	'Wonder'
	Healthy Relationships	Learn to Learn	Racism	Identity		Prejudice
	and the impact of social		Bullying or banter	Family	Project Based	Discrimination
	media	Project Based	Depression	Love and	Learning	Disability
	First Aid	Learning	Anger	relationships	begins with	Inclusion
	Learn to Learn	begins with	Management	Aspiration	students	Acts of Kindness
		students	Plastic Pollution	Alcohol	choosing a	Friendship
		choosing a		Awareness	Driving	
		Driving		Plastic Pollution	Question	
		Question			from either	
		from either			the question	
		the question			bank created	
		bank created			by the	
		by the			teacher or	
		teacher or			developing	
		developing			their own	
		their own			focus for	
		focus for			enquiry which	
		enquiry which			is checked by	
		is checked by			the teacher.	
		the teacher.				
					Students are	
		Students are			supported in	
		supported in			their	
		their			independent	
		independent			learning by a	
		learning by a			Planning	
		Planning			Sheet which	
		Sheet which			encourages	



		encourages			them to set	
		them to set			clear and	
		clear and			specific	
		specific			Targets,	
		Targets,			Evaluate their	
		Evaluate their			progress each	
		progress each			lesson and	
		lesson and			begin to learn	
		begin to learn			the	
		the			importance of	
		importance of			identifying	
		identifying			the sources of	
		the sources of			their	
		their			information.	
		information.			Student work	
		Student work			individually	
		individually			for	
		for			approximately	
		approximately			3 lessons	
		3 lessons			completely	
		completely			focused and	
		focused and			intense	
		intense			research.	
		research.			They then	
		They then			pair up to	
		pair up to			combine two	
		combine two			research	
		research			projects into	
		projects into			one Final	
		one Final			Exhibition	
		Exhibition			Piece.	
		Piece.			riece.	
		riece.				
SMSC/Cultural	The intention is to	The intention is to	The intention to	The intention is	The intention is to	The intention is
Capital/Character/FBV-	allow students the	allow students the	allow students	to allow	allow students the	to allow



autlina anacifia areas that	annortunity to charry	annortunity to	the engerturity	students the	annortunity to	studonts the
outline specific areas that are covered in this unit	opportunity to show SMSC via:	opportunity to show SMSC via:	the opportunity to show SMSC	students the	opportunity to show SMSC via:	students the
are covered in this unit	SIVISC VIa:	Show Sivisc via:		opportunity to	Show Sivisc via:	opportunity to show SMSC via:
			via:	show SMSC via:		Show Sivist via:
	An ability to be	An ability to be			An ability to be	
	reflective about their	reflective about their	An ability to be	An ability to be	reflective about their	An ability to be
	own beliefs, religious or	own beliefs, religious	reflective about	reflective about	own beliefs, religious	reflective about
	otherwise, that inform	or otherwise, that	their own beliefs,	their own beliefs,	or otherwise, that	their own beliefs,
	their perspective on life	inform their	religious or	religious or	inform their	religious or
	and their interest in and	perspective on life	otherwise, that	otherwise, that	perspective on life	otherwise, that
	respect for different	and their interest in	inform their	inform their	and their interest in	inform their
	people's faiths, feelings	and respect for	perspective on life	perspective on life	and respect for	perspective on life
	and values	different people's	and their interest	and their interest	different people's	and their interest
		faiths, feelings and	in and respect for	in and respect for	faiths, feelings and	in and respect for
	A sense of enjoyment	values	different people's	different people's	values	different people's
	and fascination in		faiths, feelings and	faiths, feelings and		faiths, feelings and
	learning about	A sense of enjoyment	values	values	A sense of enjoyment	values
	themselves, others and	and fascination in			and fascination in	
	the world around them	learning about	A sense of	A sense of	learning about	A sense of
		themselves, others	enjoyment and	enjoyment and	themselves, others	enjoyment and
	A use of imagination	and the world around	fascination in	fascination in	and the world around	fascination in
	and creativity in learning	them	learning about	learning about	them	learning about
	and creativity in rearring		themselves, others	themselves,		themselves, others
	Milliana and to well at an	A use of imagination	and the world	others and the	A use of imagination	and the world
	Willingness to reflect on their experiences	and creativity in	around them	world around	and creativity in	around them
	their experiences	learning		them	learning	
		icarring	A use of		icurring	A use of
	An ability to recognise	\A/: :	imagination and	A use of	\A/: :	imagination and
	the difference between	Willingness to reflect	creativity in	imagination and	Willingness to reflect	creativity in
	right and wrong and	on their experiences	learning	creativity in	on their experiences	learning
	readily apply this		learning	learning		learning
	understanding in their	An ability to	AA/:III:	learning	An ability to	MACILITY TO A SECOND
	own lives, recognise	recognise the	Willingness to	Acu:	recognise the	Willingness to
	legal boundaries and, in	difference between	reflect on their	Willingness to	difference between	reflect on their
	so doing, respect the	right and wrong and	experiences	reflect on their	right and wrong and	experiences
		readily apply this		experiences	readily apply this	
		understanding in	An ability to		understanding in	An ability to
		their own lives,	recognise the		their own lives,	recognise the



civil and criminal law		difference	An ability to	recognise legal	difference
England	boundaries and, in so	between right and	recognise the	boundaries and, in so	between right and
	doing, respect the	wrong and readily	difference	doing, respect the	wrong and readily
An understanding of	the civil and criminal law	apply this	between right and	civil and criminal law	apply this
consequences of the	ir of England	understanding in	wrong and readily	of England	understanding in
behaviour and actio	ns	their own lives,	apply this		their own lives,
	An understanding of	recognise legal	understanding in	An understanding of	recognise legal
An interest in	the consequences of	boundaries and, in	their own lives,	the consequences of	boundaries and, in
investigating and	their behaviour and	so doing, respect	recognise legal	their behaviour and	so doing, respect
offering reasoned vi	actions	the civil and	boundaries and, in	actions	the civil and
about moral and eth		criminal law of	so doing, respect		criminal law of
issues and ability to	An interest in	England	the civil and	An interest in	England
understand and	investigating and		criminal law of	investigating and	
appreciate the	offering reasoned	An understanding	England	offering reasoned	An understanding
viewpoints of others	_	of the		views about moral	of the
these issues	and ethical issues	consequences of	An understanding	and ethical issues	consequences of
0.1656.1654.65	and ability to	their behaviour	of the	and ability to	their behaviour
An understanding a	·	and actions	consequences of	understand and	and actions
appreciation of the	···		their behaviour	appreciate the	
range of cultural	viewpoints of others	An interest in	and actions	viewpoints of others	An interest in
influences that have	•	investigating and		on these issues	investigating and
shaped their own	0.1.000.000.00	offering reasoned	An interest in	0.1. 0.1.000 100000	offering reasoned
heritage and those of	f An understanding	views about moral	investigating and	An understanding	views about moral
others	and appreciation of	and ethical issues	offering reasoned	and appreciation of	and ethical issues
others	the wide range of	and ability to	views about moral	the wide range of	and ability to
A consideration and		understand and	and ethical issues	cultural influences	understand and
An understanding an	that have shaped	appreciate the	and ability to	that have shaped	appreciate the
appreciation of the	their own heritage	viewpoints of	understand and	their own heritage	viewpoints of
range of different cultures within scho		others on these	appreciate the	and those of others	others on these
	·	issues	viewpoints of	and those of others	issues
and further afield as			others on these	An undoretar dia a	
essential element of		An understanding	issues	An understanding	An understanding
their preparation for		and appreciation		and appreciation of	and appreciation
in modern Britain	the range of different	of the wide range	An understanding	the range of different	of the wide range
	cultures within	of cultural	and appreciation	cultures within	of cultural
A knowledge of Brita		influences that	of the wide range	school and further	influences that
democratic	afield as an essential	וווועכוונכט נוומנ	of the wide range	afield as an essential	וווועכוונכז נוומנ



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	parliamentary system	element of their	have shaped their	of cultural	element of their	have shaped their
	and its central role in	preparation for life in	own heritage and	influences that	preparation for life in	own heritage and
	shaping our history and	modern Britain	those of others	have shaped their	modern Britain	those of others
	values, and in			own heritage and		
	continuing to develop	A knowledge of	An understanding	those of others	A knowledge of	An understanding
	Britain	Britain's democratic	and appreciation		Britain's democratic	and appreciation
		parliamentary system	of the range of	An understanding	parliamentary system	of the range of
	An interest in exploring,	and its central role in	different cultures	and appreciation	and its central role in	different cultures
	improving	shaping our history	within school and	of the range of	shaping our history	within school and
	understanding of and	and values, and in	further afield as an	different cultures	and values, and in	further afield as an
	showing respect for	continuing to	essential element	within school and	continuing to	essential element
	different faiths and	develop Britain	of their	further afield as	develop Britain	of their
	cultural diversity and		preparation for life	an essential		preparation for life
	the extent to which they	An interest in	in modern Britain	element of their	An interest in	in modern Britain
	understand, accept,	exploring, improving		preparation for	exploring, improving	
	respect and celebrate	understanding of and	A knowledge of	life in modern	understanding of and	A knowledge of
	diversity, as shown by	showing respect for	Britain's	Britain	showing respect for	Britain's
	their tolerance and	different faiths and	democratic		different faiths and	democratic
	attitudes towards	cultural diversity and	parliamentary	A knowledge of	cultural diversity and	parliamentary
	different religious,	the extent to which	system and its	Britain's	the extent to which	system and its
	ethnic and	they understand,	central role in	democratic	they understand,	central role in
	socioeconomic groups in	accept, respect and	shaping our	parliamentary	accept, respect and	shaping our history
	the local, national and	celebrate diversity,	history and values,	system and its	celebrate diversity,	and values, and in
	global communities .	as shown by their	and in continuing	central role in	as shown by their	continuing to
		tolerance and	to develop Britain	shaping our	tolerance and	develop Britain
	British Values are	attitudes towards		history and values,	attitudes towards	
	frequently referenced,	different religious,	An interest in	and in continuing	different religious,	An interest in
	as is CEIAG .	ethnic and	exploring,	to develop Britain	ethnic and	exploring,
		socioeconomic	improving		socioeconomic	improving
		groups in the local,	understanding of	An interest in	groups in the local,	understanding of
		national and global	and showing	exploring,	national and global	and showing
		communities .	respect for	improving	communities .	respect for
			different faiths	understanding of		different faiths and
		British Values are	and cultural	and showing	British Values are	cultural diversity
		frequently	diversity and the	respect for	frequently	and the extent to
			extent to which	different faiths		which they
·	•	•		•		



		referenced, as is	they understand,	and cultural	referenced, as is	understand,
		CEIAG.	accept, respect	diversity and the	CEIAG.	accept, respect
			and celebrate	extent to which		and celebrate
			diversity, as shown	they understand,		diversity, as shown
			by their tolerance	accept, respect		by their tolerance
			and attitudes	and celebrate		and attitudes
			towards different	diversity, as		towards different
			religious, ethnic	shown by their		religious, ethnic
			and	tolerance and		and socioeconomic
			socioeconomic	attitudes towards		groups in the local,
			groups in the local,	different religious,		national and global
			national and	ethnic and		communities .
			global	socioeconomic		
			communities .	groups in the		British Values are
				local, national and		frequently
			British Values are	global		referenced, as is
			frequently	communities .		CEIAG .
			referenced, as is			020
			CEIAG.	British Values are		
				frequently		
				referenced, as is		
				CEIAG.		
				02.7101		
Assessment Opportunities	Work is marked in line	Every student	Work is marked in	Work is marked in	Every student	Work is marked in
	with the academy	produces a Final	line with the	line with the	produces a Final	line with the
	policy. There are no end	Exhibition Piece as a	academy policy.	academy policy.	Exhibition Piece as a	academy policy.
	of unit assessments.	summation of their	There are no end	There are no end	summation of their	There are no end
	Student voice activities	research. This is	of unit	of unit	research. This is	of unit
	evidence that they are	Critiqued by their	assessments.	assessments.	Critiqued by their	assessments.
	appreciative of receiving	peers.	Student voice	Student voice	peers.	Student voice
	the PSHE content and		activities evidence	activities evidence		activities evidence
	know that this will keep	The quality of	that they are	that they are	The quality of	that they are
	them safe and prepare	research and the	appreciative of	appreciative of	research and the	appreciative of
	them for the wider	skills being shown	receiving the PSHE	receiving the PSHE	skills being shown	receiving the PSHE
	world.	throughout this	content and know	content and know	throughout this	content and know



		research is checked	that this will keep	that this will keep	research is checked	that this will keep
		by the teacher and	them safe and	them safe and	by the teacher and	them safe and
		formative feedback is	prepare them for	prepare them for	formative feedback is	prepare them for
		given at a timely	the wider world.	the wider world.	given at a timely	the wider world.
		point during the			point during the	
		research.			research.	
Links to other units in	See attached Document					
KS3/4.	LOOL Curriculum					
	overview KS3 and 4					



TNHA Curriculum Planning Document Subject: LOOL Year: 8

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)						
Topic/ Unit title	The criminal Justice system	Project Based Learning	Conflict at Home	Social Media and self Esteem	Project Based Learning	PSHE via Film ' Bend it like
		Learn to Learn	Consent			Beckam'
	Learn to Learn			Role Models and	Project Based	
		Project Based	Peer pressure	self esteem	Learning	Prejudice
		Learning			begins with	Stereotyping
		begins with	Internet safety –	Mental Health and	students	Marriage
		students	Digital Footprint	mindfulness	choosing a	
		choosing a			Driving	
		Driving	Relationship Break	Prejudice and	Question	
		Question	ups	Discrimination	from either	
		from either			the question	
		the question	Sexting	Plastic Pollution	bank created	
		bank created			by the	
		by the			teacher or	
		teacher or			developing	
		developing			their own	
		their own			focus for	
		focus for			enquiry which	
		enquiry which			is checked by	
		is checked by			the teacher.	
		the teacher.				
					Students are	
		Students are			supported in	
		supported in			their	
		their			independent	
		independent			learning by a	
		learning by a			Planning	
		Planning			Sheet which	
		Sheet which			encourages	



		encourages			them to set	
		them to set			clear and	
		clear and			specific	
		specific			Targets,	
		Targets,			Evaluate their	
		Evaluate their			progress each	
		progress each			lesson and	
		lesson and			begin to learn	
		begin to learn			the	
		the			importance of	
		importance of			identifying	
		identifying			the sources of	
		the sources of			their	
		their			information.	
		information.			Student work	
		Student work			individually	
		individually			for	
		for			approximately	
		approximately			3 lessons	
		3 lessons			completely	
		completely			focused and	
		focused and			intense	
		intense			research.	
		research.			They then	
		They then			pair up to	
		pair up to			combine two	
		combine two			research	
		research			projects into	
		projects into			one Final	
		one Final			Exhibition	
		Exhibition			Piece.	
		Piece.			. 10001	
CNACC/Coulty and	The intention is to	The intention is to	The intention to	The intention is	The intention is to	The intention is
SMSC/Cultural				to allow		
Capital/Character/FBV-	allow students the	allow students the	allow students	to allow	allow students the	to allow students



outline specific areas	opportunity to show	opportunity to	the opportunity	students the	opportunity to	the opportunity
-	SMSC via:	show SMSC via:	to show SMSC	opportunity to	show SMSC via:	to show SMSC
that are covered in this	Sivise via.	Silow Sivise via.	via:	show SMSC via:	Show Sivise via.	via:
unit	An ability to be	An ability to be	V10.	Silow Silios via	An ability to be	via.
	reflective about their	reflective about their	An ability to be	An ability to be	reflective about their	An ability to be
	own beliefs, religious	own beliefs, religious	reflective about	reflective about	own beliefs, religious	reflective about
	or otherwise, that	or otherwise, that	their own beliefs.	their own beliefs.	or otherwise, that	their own beliefs.
	inform their	inform their	religious or	religious or	inform their	religious or
	perspective on life and	perspective on life	otherwise, that	otherwise, that	perspective on life	otherwise, that
	their interest in and	and their interest in	inform their	inform their	and their interest in	inform their
	respect for different	and respect for	perspective on life	perspective on life	and respect for	perspective on life
	people's faiths,	different people's	and their interest	and their interest	different people's	and their interest
	feelings and values	faiths, feelings and	in and respect for	in and respect for	faiths, feelings and	in and respect for
	reenings and values	values	different people's	different people's	values	different people's
	A	values	faiths, feelings and	faiths, feelings and	values	faiths, feelings and
	A sense of enjoyment	A	values	values	A	values
	and fascination in	A sense of enjoyment	values	values	A sense of enjoyment	values
	learning about	and fascination in	A	A	and fascination in	A
	themselves, others and the world around them	learning about	A sense of	A sense of	learning about	A sense of
	the world around them	themselves, others	enjoyment and	enjoyment and	themselves, others	enjoyment and
		and the world around	fascination in	fascination in	and the world around	fascination in
	A use of imagination	them	learning about	learning about	them	learning about
	and creativity in	_	themselves, others	themselves,	_	themselves, others
	learning	A use of imagination	and the world	others and the world around	A use of imagination	and the world around them
		and creativity in	around them		and creativity in	around them
	Willingness to reflect	learning	_	them	learning	_
	on their experiences		A use of	_		A use of
		Willingness to reflect	imagination and	A use of	Willingness to reflect	imagination and
	An ability to recognise	on their experiences	creativity in	imagination and	on their experiences	creativity in
	the difference		learning	creativity in		learning
	between right and	An ability to		learning	An ability to	
	wrong and readily	recognise the	Willingness to		recognise the	Willingness to
	apply this	difference between	reflect on their	Willingness to	difference between	reflect on their
	understanding in their	right and wrong and	experiences	reflect on their	right and wrong and	experiences
	own lives, recognise	readily apply this		experiences	readily apply this	
	legal boundaries and,	understanding in	An ability to		understanding in	An ability to
	in so doing, respect	their own lives,	recognise the		their own lives,	recognise the



 the civil and criminal	recognise legal	difference	An ability to	recognise legal	difference
law of England	boundaries and, in so	between right and	recognise the	boundaries and, in so	between right and
	doing, respect the	wrong and readily	difference	doing, respect the	wrong and readily
An understanding of	civil and criminal law	apply this	between right and	civil and criminal law	apply this
the consequences of	of England	understanding in	wrong and readily	of England	understanding in
their behaviour and		their own lives,	apply this		their own lives,
actions	An understanding of	recognise legal	understanding in	An understanding of	recognise legal
	the consequences of	boundaries and, in	their own lives,	the consequences of	boundaries and, in
An interest in	their behaviour and	so doing, respect	recognise legal	their behaviour and	so doing, respect
investigating and	actions	the civil and	boundaries and, in	actions	the civil and
offering reasoned		criminal law of	so doing, respect		criminal law of
views about moral and	An interest in	England	the civil and	An interest in	England
ethical issues and	investigating and		criminal law of	investigating and	
ability to understand	offering reasoned	An understanding	England	offering reasoned	An understanding
and appreciate the	views about moral	of the		views about moral	of the
viewpoints of others	and ethical issues	consequences of	An understanding	and ethical issues	consequences of
on these issues	and ability to	their behaviour	of the	and ability to	their behaviour
	understand and	and actions	consequences of	understand and	and actions
An understanding and	appreciate the		their behaviour	appreciate the	
appreciation of the	viewpoints of others	An interest in	and actions	viewpoints of others	An interest in
wide range of cultural	on these issues	investigating and		on these issues	investigating and
influences that have		offering reasoned	An interest in		offering reasoned
shaped their own	An understanding	views about moral	investigating and	An understanding	views about moral
heritage and those of	and appreciation of	and ethical issues	offering reasoned	and appreciation of	and ethical issues
others	the wide range of	and ability to	views about moral	the wide range of	and ability to
	cultural influences	understand and	and ethical issues	cultural influences	understand and
An understanding and	that have shaped	appreciate the	and ability to	that have shaped	appreciate the
appreciation of the	their own heritage	viewpoints of	understand and	their own heritage	viewpoints of
range of different	and those of others	others on these	appreciate the	and those of others	others on these
cultures within school		issues	viewpoints of		issues
and further afield as an	An understanding		others on these	An understanding	
essential element of	and appreciation of	An understanding	issues	and appreciation of	An understanding
their preparation for	the range of different	and appreciation		the range of different	and appreciation
life in modern Britain	cultures within	of the wide range	An understanding	cultures within	of the wide range
	school and further	of cultural	and appreciation	school and further	of cultural
	afield as an essential	influences that	of the wide range	afield as an essential	influences that



A knowledge of	element of their	have shaped their	of cultural	element of their	have shaped their
Britain's democratic	preparation for life in	own heritage and	influences that	preparation for life in	own heritage and
parliamentary system	modern Britain	those of others	have shaped their	modern Britain	those of others
and its central role in			own heritage and		
shaping our history	A knowledge of	An understanding	those of others	A knowledge of	An understanding
and values, and in	Britain's democratic	and appreciation		Britain's democratic	and appreciation
continuing to develop	parliamentary system	of the range of	An understanding	parliamentary system	of the range of
Britain	and its central role in	different cultures	and appreciation	and its central role in	different cultures
	shaping our history	within school and	of the range of	shaping our history	within school and
An interest in	and values, and in	further afield as an	different cultures	and values, and in	further afield as an
exploring, improving	continuing to	essential element	within school and	continuing to	essential element
understanding of and	develop Britain	of their	further afield as an	develop Britain	of their
showing respect for		preparation for life	essential element		preparation for life
different faiths and	An interest in	in modern Britain	of their	An interest in	in modern Britain
cultural diversity and	exploring, improving		preparation for	exploring, improving	
the extent to which	understanding of and	A knowledge of	life in modern	understanding of and	A knowledge of
they understand,	showing respect for	Britain's	Britain	showing respect for	Britain's
accept, respect and	different faiths and	democratic		different faiths and	democratic
celebrate diversity, as	cultural diversity and	parliamentary	A knowledge of	cultural diversity and	parliamentary
shown by their	the extent to which	system and its	Britain's	the extent to which	system and its
tolerance and	they understand,	central role in	democratic	they understand,	central role in
attitudes towards	accept, respect and	shaping our	parliamentary	accept, respect and	shaping our history
different religious,	celebrate diversity,	history and values,	system and its	celebrate diversity,	and values, and in
ethnic and	as shown by their	and in continuing	central role in	as shown by their	continuing to
socioeconomic groups	tolerance and	to develop Britain	shaping our	tolerance and	develop Britain
in the local, national	attitudes towards	,	history and values,	attitudes towards	
and global	different religious,	An interest in	and in continuing	different religious,	An interest in
communities .	ethnic and	exploring,	to develop Britain	ethnic and	exploring,
	socioeconomic	improving	,	socioeconomic	improving
British Values are	groups in the local,	understanding of	An interest in	groups in the local,	understanding of
frequently referenced,	national and global	and showing	exploring,	national and global	and showing
as is CEIAG .	communities .	respect for	improving	communities .	respect for
		different faiths	understanding of		different faiths and
	British Values are	and cultural	and showing	British Values are	cultural diversity
	frequently	diversity and the	respect for	frequently	and the extent to
		extent to which	different faiths		which they
	l .	23			



		referenced, as is CEIAG.	they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. British Values are frequently referenced, as is CEIAG.	and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. British Values are frequently referenced, as is CEIAG.	referenced, as is CEIAG.	understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities . British Values are frequently referenced, as is CEIAG .
Assessment Opportunities	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know that this will keep them	Every student produces a Final Exhibition Piece as a summation of their research. This is Critiqued by their peers. The quality of research and the skills being shown throughout this	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know	Every student produces a Final Exhibition Piece as a summation of their research. This is Critiqued by their peers. The quality of research and the skills being shown throughout this	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know



	safe and prepare them	research is checked	that this will keep	that this will keep	research is checked	that this will keep
	for the wider world.	by the teacher and formative feedback is	them safe and prepare them for	them safe and prepare them for	by the teacher and formative feedback is	them safe and prepare them for
		given at a timely point during the research.	the wider world.	the wider world.	given at a timely point during the research.	the wider world.
Links to other units in	See attached					
KS3/4.	Document					
	LOOL Curriculum					
	overview KS3 and 4					



TNHA Curriculum Planning Document Subject: LOOL Year: 9

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior Learning (from KS2/3)						
Topic/ Unit title	Mental Health,	Project Based Learning	Gambling	Teenage	Project Based Learning	Film ' Seven
	Body Image,	Learn to Learn		Pregnancy		Pounds' including
	Equality and		I can explain how		Project Based	the topic: Organ
	Diversity	Project Based	online gambling	I can analyse why	Learning begins	donation.
		Learning begins	sites use certain	it is harder to be	with students	
	The causes and	with students	methods to hook	financially stable	choosing a	
	triggers for	choosing a	in young people	when you are a	Driving	To recognise,
	unhealthy coping	Driving	and why these are	young parent and	Question from	clarify and if
	strategies, such as	Question from	hard to resist.	explain the	either the	necessary
	self- harm and	either the		statistics behind	question bank	challenge their
	eating disorders;	question bank	I can describe	teen pregnancy in	created by the	own core values
	how to recognize	created by the	how it can be	the UK.	teacher or	and to know how
	when they or	teacher or	difficult it can be	I can describe	developing their	their values
	others need help,	developing their	to avoid situations	options available	own focus for	influence their
	sources of help and	own focus for	where you	to young people	enquiry which is	choices.
	strategies for	enquiry which is	gamble, especially	who find	checked by the	
	accessing it.	checked by the	if you've done it	themselves in this	teacher.	Different sources
		teacher.	before.	situation, where		of authority and
	To understand that			help can be found	Students are	how they inform
	self – esteem can	Students are	I can correctly	and what help is	supported in	people's beliefs,
	change with	supported in	identify the	available.	their	values and
	personal	their	dangers of	I can identify the	independent	actions.
	circumstances.	independent	gambling and how	challenges teen	learning by a	
		learning by a	they are	parents face as	Planning Sheet	
	The characteristics	Planning Sheet	everywhere in	well as any	which	To consider how
	of mental and	which	modern life.	positives about	encourages	religious, non-
	emotional health	encourages		becoming a	them to set clear	religious and
	and strategies for	them to set clear		parent at a young	and specific	philosophical
	managing it; a	and specific	Drugs, risk and	age.	Targets,	traditions
		Targets,	the law		Evaluate their	perceive the



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range of coping	Evaluate their		Same sex	progress each	value of human
strategies.	progress each	I can : Explain any	relationships	lesson and begin	beings and their
	lesson and begin	issues faced by		to learn the	relationships with
What might	to learn the	current UK	I can Explain the	importance of	one another, the
influence their	importance of	legislation in	differences and	identifying the	natural world
decisions about	identifying the	relation to	similarities	sources of their	and, for some,
eating a balanced	sources of their	medical evidence	between	information.	God
diet	information.	as well as the	homosexual and	Student work	
	Student work	legal and health	heterosexual	individually for	exploring the
How can we	individually for	risks posed by	relationships in	approximately 3	influence on
recognize and	approximately 3	illegal drug use in	family life, sexual	lessons	moral choices of
prevent eating	lessons	the UK.	life and marriage,	completely	family, friends and
disorders?	completely	I can : Describe	historically and	focused and	media and how
How the media	focused and	our opinions on	geographically.	intense	society is
portrays young	intense	current UK law	I can Describe the	research. They	influenced by
people; to	research. They	after studying	challenges that	then pair up to	beliefs, teachings,
recognize its	then pair up to	source evidence	people in same	combine two	sacred texts and
possible impact on	combine two	and government	sex relationships	research	guidance from
body image an	research	legislation.	face and the	projects into one	religious
health issues.	projects into one	Describe the short	meaning of	Final Exhibition	leaders.
	Final Exhibition	and long term	LGBTQAI+	Piece.	
To describe/explain	Piece.	risks of illegal	I can Correctly		To consider how
the historical and		drug use.	identify ways that		religious, non-
political context of		I can : Identify	homosexual and		religious and
diversity in Britain.		correctly the	heterosexual		philosophical
		penalties and	relationships		beliefs lead to
To understand the		fines for Class A, B	differ and ways		particular
2010 Equality act		and C drugs in the	they are the		actions and
		UK.	same.		concerns.
		Perseverance			Investigate social
			Sexism and		issues from
		I can Correctly	gender prejudice		religious as well as
		identify cases of			non-religious and
		procrastination	I can Order		philosophical
		and describe	excuses for		
•		•			· .



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famous cases of	prejudice in to	perspectives,
success through	how dangerous	recognising
perseverance.	they can be and	diversity of
I can Describe the	identify the main	viewpoint and the
procrastination	issues women	common ground
cycle and how	face in the UK	between
people can start	today.	them
to break it.	I can Explain	Explore how
Describe the	counter	religious, non-
benefits of	arguments against	religious and
mastering	the main reasons	philosophical
perseverance.	why women are	traditions have
I can Explain using	often treated	shaped and
new key	differently to	influenced
terminology what	men.	different
happens to a	I can Analyse	communities and
person's mind	whether certain	societies.
during the	elements of UK	
procrastination	society are	
cycle and why we	perpetuating	
needs to master	gender prejudice.	
the skill of		
perseverance.	British values	
	Multiculturalism	
Personal		
Development and	I can Identify	
Self Discipline	different views	
	about	
I have Completed	multiculturalism	
my own Personal	and clearly	
Development Plan	express your own	
using my ideas	opinions through	
sheet and my own	literacy and	
ideas too – setting	debate tasks.	
yourself dates to	I can Describe	
	different British	
	•	



	achieve your Values a	and
	goals. explain	both
	I have Created a argume	ents for
	Personal and aga	ainst
	Development plan multicu	ılturalism.
	using the ideas Explain	if it has
	sheet for been a	success in
	inspiration but the UK.	
	creating all of the I can Ar	nalyse why
	targets yourself. some p	eople
	I have Create mu think	
	own Personal multicu	ılturalism is
	Development a failed	
	plan, then be the experin	nent and
	class expert and explain	the
	ensure others counter	r
	have picked argume	ents to this
	appropriately as well	as your
	challenging own vie	ewpoints in
		Categorise
	plans. fundam	nental
	British \	Values
	Stress correct	ly.
	Correctly identify	
	mental health	
	illnesses and the Carbon	Footprint
	symptoms of and sus	stainability
	stress	
	Describe possible I can Ide	entify the
	ways for us to problem	ns caused
		planet by
	mental health and our exc	
	how we can deal carbon	emissions
	positively with and wh	at we can
		educe our
	carbon	footprint.
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Explain how you	I can Describe in
could apply ideas	detail the changes
you have learned	we can make on a
about dealing	personal level, but
positively with	also how we can
stress to your own	put pressure on
life	governments and
	corporations to
	take action.
	I can Explain,
	using today's key
	terminology in the
	correct context,
	why we all need
	to start taking our
	carbon footprints
	seriously and
	evaluate whether
	our individual
	actions are
	pointless
	compared the
	changes
	corporations and
	governments
	could make.
	could make.
	Revenge Porn
	I can correctly
	identify what to
	do to prevent
	revenge porn and
	what to do if you
	become a victim.
	Decome a victiffi.



I can Describe the long and short term consequences of sharing intimate images with partners or friends. I can Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims. Consent and rape I can Identify cases where sexual boundaries have been crossed and a crime has been crossed and a crime has been committed, I can Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.		
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you know which it is. Describe whether society does enough to		
is. Describe whether society does enough to		
whether society does enough to		
does enough to		
prevent these.		



				I can Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.		
SMSC/Cultural Capital/Character/FBV- outline specific areas that are covered in this unit	The intention is to allow students the opportunity to show SMSC via:	The intention is to allow students the opportunity to show SMSC via:	The intention to allow students the opportunity to show SMSC via:	The intention is to allow students the opportunity to show SMSC via:	The intention is to allow students the opportunity to show SMSC via:	The intention is to allow students the opportunity to show SMSC via:
	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in learning about themselves, others and the world around them	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in learning about themselves, others and the world around them	An ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values A sense of enjoyment and fascination in



learning about	A use of imagination	learning about	learning about	A use of imagination	learning about
themselves, others	and creativity in	themselves,	themselves,	and creativity in	themselves,
and the world	learning	others and the	others and the	learning	others and the
around them		world around	world around		world around
	Willingness to reflect on	them	them	Willingness to reflect on	them
A use of	their experiences			their experiences	
imagination and		A use of	A use of		A use of
creativity in	An ability to recognise	imagination and	imagination and	An ability to recognise	imagination and
learning	the difference between	creativity in	creativity in	the difference between	creativity in
	right and wrong and	learning	learning	right and wrong and	learning
Willingness to	readily apply this			readily apply this	
reflect on their	understanding in their	Willingness to	Willingness to	understanding in their	Willingness to
experiences	own lives, recognise	reflect on their	reflect on their	own lives, recognise	reflect on their
	legal boundaries and, in	experiences	experiences	legal boundaries and, in	experiences
An ability to	so doing, respect the			so doing, respect the	
recognise the	civil and criminal law of	An ability to	An ability to	civil and criminal law of	An ability to
difference between	England	recognise the	recognise the	England	recognise the
right and wrong		difference	difference		difference
and readily apply	An understanding of the	between right and	between right and	An understanding of the	between right and
this understanding	consequences of their	wrong and readily	wrong and readily	consequences of their	wrong and readily
in their own lives,	behaviour and actions	apply this	apply this	behaviour and actions	apply this
recognise legal		understanding in	understanding in		understanding in
boundaries and, in	An interest in	their own lives,	their own lives,	An interest in	their own lives,
so doing, respect	investigating and	recognise legal	recognise legal	investigating and	recognise legal
the civil and	offering reasoned views	boundaries and,	boundaries and,	offering reasoned views	boundaries and, in
criminal law of	about moral and ethical	in so doing,	in so doing,	about moral and ethical	so doing, respect
England	issues and ability to	respect the civil	respect the civil	issues and ability to	the civil and
	understand and	and criminal law	and criminal law	understand and	criminal law of
An understanding	appreciate the	of England	of England	appreciate the	England
of the	viewpoints of others on			viewpoints of others on	
consequences of	these issues	An understanding	An understanding	these issues	An understanding
their behaviour and		of the	of the		of the
actions	An understanding and	consequences of	consequences of	An understanding and	consequences of
	appreciation of the	their behaviour	their behaviour	appreciation of the	their behaviour
An interest in	wide range of cultural	and actions	and actions	wide range of cultural	and actions
investigating and	influences that have			influences that have	



offering reasoned	shaped their own	An interest in	An interest in	shaped their own	An interest in
views about moral	heritage and those of	investigating and	investigating and	heritage and those of	investigating and
and ethical issues	others	offering reasoned	offering reasoned	others	offering reasoned
and ability to		views about moral	views about moral		views about moral
understand and	An understanding and	and ethical issues	and ethical issues	An understanding and	and ethical issues
appreciate the	appreciation of the	and ability to	and ability to	appreciation of the	and ability to
viewpoints of	range of different	understand and	understand and	range of different	understand and
others on these	cultures within school	appreciate the	appreciate the	cultures within school	appreciate the
issues	and further afield as an	viewpoints of	viewpoints of	and further afield as an	viewpoints of
	essential element of	others on these	others on these	essential element of	others on these
An understanding	their preparation for life	issues	issues	their preparation for life	issues
and appreciation of	in modern Britain			in modern Britain	
the wide range of		An understanding	An understanding		An understanding
cultural influences	A knowledge of Britain's	and appreciation	and appreciation	A knowledge of Britain's	and appreciation
that have shaped	democratic	of the wide range	of the wide range	democratic	of the wide range
their own heritage	parliamentary system	of cultural	of cultural	parliamentary system	of cultural
and those of others	and its central role in	influences that	influences that	and its central role in	influences that
	shaping our history and	have shaped their	have shaped their	shaping our history and	have shaped their
An understanding	values, and in	own heritage and	own heritage and	values, and in	own heritage and
and appreciation of	continuing to develop	those of others	those of others	continuing to develop	those of others
the range of	Britain			Britain	
different cultures		An understanding	An understanding		An understanding
within school and	An interest in exploring,	and appreciation	and appreciation	An interest in exploring,	and appreciation
further afield as an	improving	of the range of	of the range of	improving	of the range of
essential element	understanding of and	different cultures	different cultures	understanding of and	different cultures
of their	showing respect for	within school and	within school and	showing respect for	within school and
preparation for life	different faiths and	further afield as	further afield as	different faiths and	further afield as
in modern Britain	cultural diversity and	an essential	an essential	cultural diversity and	an essential
	the extent to which	element of their	element of their	the extent to which	element of their
A knowledge of	they understand,	preparation for	preparation for	they understand,	preparation for
Britain's	accept, respect and	life in modern	life in modern	accept, respect and	life in modern
democratic	celebrate diversity, as	Britain	Britain	celebrate diversity, as	Britain
parliamentary	shown by their			shown by their	
system and its	tolerance and attitudes	A knowledge of	A knowledge of	tolerance and attitudes	A knowledge of
central role in	towards different	Britain's	Britain's	towards different	Britain's
shaping our history	religious, ethnic and	democratic	democratic	religious, ethnic and	democratic
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	and values, and in	socioeconomic groups	parliamentary	parliamentary	socioeconomic groups	parliamentary
	continuing to	in the local, national	system and its	system and its	in the local, national	system and its
	develop Britain	and global communities	central role in	central role in	and global communities	central role in
			shaping our	shaping our		shaping our
	An interest in		history and	history and		history and
	exploring,	British Values are	values, and in	values, and in	British Values are	values, and in
	improving	frequently referenced,	continuing to	continuing to	frequently referenced,	continuing to
	understanding of	as is CEIAG .	develop Britain	develop Britain	as is CEIAG .	develop Britain
	and showing					
	respect for		An interest in	An interest in		An interest in
	different faiths and		exploring,	exploring,		exploring,
	cultural diversity		improving	improving		improving
	and the extent to		understanding of	understanding of		understanding of
	which they		and showing	and showing		and showing
	understand,		respect for	respect for		respect for
	accept, respect and		different faiths	different faiths		different faiths
	celebrate diversity,		and cultural	and cultural		and cultural
	as shown by their		diversity and the	diversity and the		diversity and the
	tolerance and		extent to which	extent to which		extent to which
	attitudes towards		they understand,	they understand,		they understand,
	different religious,		accept, respect	accept, respect		accept, respect
	ethnic and		and celebrate	and celebrate		and celebrate
	socioeconomic		diversity, as	diversity, as		diversity, as
	groups in the local,		shown by their	shown by their		shown by their
	national and global		tolerance and	tolerance and		tolerance and
	communities .		attitudes towards	attitudes towards		attitudes towards
			different religious,	different religious,		different religious,
	British Values are		ethnic and	ethnic and		ethnic and
	frequently		socioeconomic	socioeconomic		socioeconomic
	referenced, as is		groups in the	groups in the		groups in the
	CEIAG.		local, national and	local, national and		local, national and
			global	global		global
			communities .	communities .		communities .
			British Values are	British Values are		British Values are
			frequently	frequently		frequently
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			referenced, as is CEIAG.	referenced, as is CEIAG.		referenced, as is CEIAG .
Assessment Opportunities	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know that this will keep them safe and prepare them for the wider world.	Every student produces a Final Exhibition Piece as a summation of their research. This is Critiqued by their peers. The quality of research and the skills being shown throughout this research is checked by the teacher and formative feedback is given at a timely point during the research.	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know that this will keep them safe and prepare them for the wider	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know that this will keep them safe and prepare them for the wider	Every student produces a Final Exhibition Piece as a summation of their research. This is Critiqued by their peers. The quality of research and the skills being shown throughout this research is checked by the teacher and formative feedback is given at a timely point during the research.	Work is marked in line with the academy policy. There are no end of unit assessments. Student voice activities evidence that they are appreciative of receiving the PSHE content and know that this will keep them safe and prepare them for the wider world.
Links to other units in KS3/4.	See attached Document/		world.	world.		