



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



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



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	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the</p>	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives,</p>	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the</p>	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p>	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives,</p>	<p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the</p>



	<p>civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>A knowledge of Britain's democratic</p>	<p>recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential</p>	<p>difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that</p>	<p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range</p>	<p>recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential</p>	<p>difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that</p>
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	<p>parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths 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 .</p> <p><b>British Values</b> are frequently referenced, as is <b>CEIAG</b> .</p>	<p>element of their preparation for life in modern Britain</p> <p>A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths 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 .</p> <p><b>British Values</b> are frequently</p>	<p>have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which</p>	<p>of cultural influences that have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths</p>	<p>element of their preparation for life in modern Britain</p> <p>A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths 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 .</p> <p><b>British Values</b> are frequently</p>	<p>have shaped their own heritage and those of others</p> <p>An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>A knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they</p>
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<b>Assessment Opportunities</b>	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 <b>Final Exhibition Piece</b> 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 <b>Final Exhibition Piece</b> 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



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<b>Links to other units in KS3/4.</b>	See attached Document 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	<p>The criminal Justice system</p> <p>Learn to Learn</p>	<p>Project Based Learning Learn to Learn</p> <p><b>Project Based Learning</b> begins with students choosing a <b>Driving Question</b> from either the question bank created by the teacher or developing their own focus for enquiry which is checked by the teacher.</p> <p>Students are supported in their independent learning by a <b>Planning Sheet</b> which</p>	<p>Conflict at Home</p> <p>Consent</p> <p>Peer pressure</p> <p>Internet safety – Digital Footprint</p> <p>Relationship Break ups</p> <p>Sexting</p>	<p>Social Media and self Esteem</p> <p>Role Models and self esteem</p> <p>Mental Health and mindfulness</p> <p>Prejudice and Discrimination</p> <p>Plastic Pollution</p>	<p>Project Based Learning</p> <p><b>Project Based Learning</b> begins with students choosing a <b>Driving Question</b> from either the question bank created by the teacher or developing their own focus for enquiry which is checked by the teacher.</p> <p>Students are supported in their independent learning by a <b>Planning Sheet</b> which encourages</p>	<p>PSHE via Film ‘ Bend it like Beckham’</p> <p>Prejudice Stereotyping Marriage</p>





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<b>Links to other units in KS3/4.</b>	See attached 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)						
<p><b>Topic/ Unit title</b></p>	<p><b>Mental Health, Body Image, Equality and Diversity</b></p> <p>The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognize when they or others need help, sources of help and strategies for accessing it.</p> <p>To understand that self – esteem can change with personal circumstances.</p> <p>The characteristics of mental and emotional health and strategies for managing it; a</p>	<p>Project Based Learning Learn to Learn</p> <p><b>Project Based Learning</b> begins with students choosing a <b>Driving Question</b> from either the question bank created by the teacher or developing their own focus for enquiry which is checked by the teacher.</p> <p>Students are supported in their independent learning by a <b>Planning Sheet</b> which encourages them to set clear and specific <b>Targets,</b></p>	<p><b>Gambling</b></p> <p>I can explain how online gambling sites use certain methods to hook in young people and why these are hard to resist.</p> <p>I can describe how it can be difficult it can be to avoid situations where you gamble, especially if you’ve done it before.</p> <p>I can correctly identify the dangers of gambling and how they are everywhere in modern life.</p> <p><b>Drugs, risk and the law</b></p>	<p><b>Teenage Pregnancy</b></p> <p>I can analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.</p> <p>I can describe options available to young people who find themselves in this situation, where help can be found and what help is available.</p> <p>I can identify the challenges teen parents face as well as any positives about becoming a parent at a young age.</p>	<p>Project Based Learning</p> <p><b>Project Based Learning</b> begins with students choosing a <b>Driving Question</b> from either the question bank created by the teacher or developing their own focus for enquiry which is checked by the teacher.</p> <p>Students are supported in their independent learning by a <b>Planning Sheet</b> which encourages them to set clear and specific <b>Targets, Evaluate</b> their</p>	<p><b>Film ‘ Seven Pounds’ including the topic: Organ donation.</b></p> <p>To recognise, clarify and if necessary challenge their own core values and to know how their values influence their choices.</p> <p>Different sources of authority and how they inform people’s beliefs, values and actions.</p> <p>To consider how religious, non-religious and philosophical traditions perceive the</p>



	<p>range of coping strategies.</p> <p>What might influence their decisions about eating a balanced diet</p> <p>How can we recognize and prevent eating disorders? How the media portrays young people; to recognize its possible impact on body image and health issues.</p> <p>To describe/explain the historical and political context of diversity in Britain.</p> <p>To understand the 2010 Equality act</p>	<p><b>Evaluate</b> their progress each lesson and begin to learn the importance of identifying the sources of their information. Student work individually for approximately 3 lessons completely focused and intense research. They then pair up to combine two research projects into one Final Exhibition Piece.</p>	<p>I can : Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK.</p> <p>I can : Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use.</p> <p>I can : Identify correctly the penalties and fines for Class A, B and C drugs in the UK.</p> <p><b>Perseverance</b></p> <p>I can Correctly identify cases of procrastination and describe</p>	<p><b>Same sex relationships</b></p> <p>I can Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</p> <p>I can Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</p> <p>I can Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p><b>Sexism and gender prejudice</b></p> <p>I can Order excuses for</p>	<p>progress each lesson and begin to learn the importance of identifying the sources of their information. Student work individually for approximately 3 lessons completely focused and intense research. They then pair up to combine two research projects into one Final Exhibition Piece.</p>	<p>value of human beings and their relationships with one another, the natural world and, for some, God</p> <p>exploring the influence on moral choices of family, friends and media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>To consider how religious, non-religious and philosophical beliefs lead to particular actions and concerns.</p> <p>Investigate social issues from religious as well as non-religious and philosophical</p>
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			<p>famous cases of success through perseverance. I can Describe the procrastination cycle and how people can start to break it. Describe the benefits of mastering perseverance. I can Explain using new key terminology what happens to a person's mind during the procrastination cycle and why we need to master the skill of perseverance.</p> <p><b>Personal Development and Self Discipline</b></p> <p>I have Completed my own Personal Development Plan using my ideas sheet and my own ideas too – setting yourself dates to</p>	<p>prejudice in to how dangerous they can be and identify the main issues women face in the UK today. I can Explain counter arguments against the main reasons why women are often treated differently to men. I can Analyse whether certain elements of UK society are perpetuating gender prejudice.</p> <p><b>British values Multiculturalism</b></p> <p>I can Identify different views about multiculturalism and clearly express your own opinions through literacy and debate tasks. I can Describe different British</p>		<p>perspectives, recognising diversity of viewpoint and the common ground between them Explore how religious, non-religious and philosophical traditions have shaped and influenced different communities and societies.</p>
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			<p>achieve your goals. I have Created a Personal Development plan using the ideas sheet for inspiration but creating all of the targets yourself. I have Create mu own Personal Development plan, then be the class expert and ensure others have picked appropriately challenging targets for their plans.</p> <p><b>Stress</b> Correctly identify mental health illnesses and the symptoms of stress Describe possible ways for us to retain good mental health and how we can deal positively with stress</p>	<p>Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK. I can Analyse why some people think multiculturalism is a failed experiment and explain the counter arguments to this as well as your own viewpoints in detail. Categorise fundamental British Values correctly.</p> <p><b>Carbon Footprint and sustainability</b> I can Identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint.</p>		
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			<p>Explain how you could apply ideas you have learned about dealing positively with stress to your own life</p>	<p>I can Describe in detail the changes we can make on a personal level, but also how we can put pressure on governments and corporations to take action.</p> <p>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.</p> <p><b>Revenge Porn</b> I can correctly identify what to do to prevent revenge porn and what to do if you become a victim.</p>		
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				<p>I can Describe the long and short term consequences of sharing intimate images with partners or friends.</p> <p>I can Explain, using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</p> <p><b>Consent and rape</b></p> <p>I can Identify cases where sexual boundaries have been crossed and a crime has been committed,</p> <p>I can Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</p>		
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				I can Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.		
<b>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</b>	<p>The intention is to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in</p>	<p>The intention is to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>The intention to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in</p>	<p>The intention is to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in</p>	<p>The intention is to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>The intention is to allow students the opportunity to show <b>SMSC</b> via:</p> <p>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</p> <p>A sense of enjoyment and fascination in</p>



	<p>learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and</p>	<p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that have</p>	<p>learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p>	<p>learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p>	<p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p> <p>An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p> <p>An understanding and appreciation of the wide range of cultural influences that have</p>	<p>learning about themselves, others and the world around them</p> <p>A use of imagination and creativity in learning</p> <p>Willingness to reflect on their experiences</p> <p>An ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>An understanding of the consequences of their behaviour and actions</p>
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<b>Assessment Opportunities</b>	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 <b>Final Exhibition Piece</b> 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.	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 <b>Final Exhibition Piece</b> 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.
<b>Links to other units in KS3/4.</b>	See attached Document/					