

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 7

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 1	Citizenship 1	Self-care 1 (Drugs)	Self-care 2 (E-safety)	Self-care 3 (Physical)	CEIAG 1
Enquiry questions	<ul style="list-style-type: none"> What does it mean to be a student at an Oasis Academy? How do we navigate making new friends in secondary school? 	<ul style="list-style-type: none"> What is Parliament? How are laws made in the UK? What is a political Party? What is a manifesto? What do MPs do? 	<ul style="list-style-type: none"> What are drugs? What are the effects of smoking and Vaping? What are the effects of energy drinks and caffeine? Why do people drink alcohol? What are the laws surrounding alcohol? How do drugs, alcohol and caffeine affect us? 	<ul style="list-style-type: none"> How do we stay safe online? What is Radicalisation? What is Prevent? How do you make 999 calls? 	<ul style="list-style-type: none"> What are the physical changes during puberty? What are the emotional changes during puberty? How do hygiene routines change during puberty? What is FGM? 	<ul style="list-style-type: none"> How do we study/revise for assessments? How do we identify our skills and strengths? How do we set goals?
Relevant core concepts	<ul style="list-style-type: none"> Consent 	<ul style="list-style-type: none"> The government Voting and elections 	<ul style="list-style-type: none"> The impact substances have on someone's mental health Seeking support for addiction 	<ul style="list-style-type: none"> Seeking support 	<ul style="list-style-type: none"> Healthy lifestyle 	<ul style="list-style-type: none"> Revision strategies Post 16
Relevant end points	<ul style="list-style-type: none"> Students will have a sound knowledge of consent. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship. Students will understand the challenges that different relationships face. 	<ul style="list-style-type: none"> Students will have a clear understanding of the three branches of Parliament, their power and functions. Student will know how laws are made in the UK. Students will understand the role of MPs. Students will understand about voting and elections and will have developed a sound understanding of how this works. 	<ul style="list-style-type: none"> Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction. 	<ul style="list-style-type: none"> Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations. 	<ul style="list-style-type: none"> Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will know how to use the NHS. 	<ul style="list-style-type: none"> Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education.

OCL Personal Development Curriculum: Long Term Plan

Core substantive knowledge	<ul style="list-style-type: none"> • 9 habits • Positive qualities within a friendship. • Consent is giving permission. • Consent can be given and withdrawn. • Bullying is the repeated use of threats or violence to harm or intimidate others. • Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do. 	<ul style="list-style-type: none"> • The key functions of parliament • How laws are shaped and made. • How to vote and why this is important. • The role of an MP 	<ul style="list-style-type: none"> • Understand the issues of drugs, alcohol, and caffeine (energy drinks). • Understand the effects of these on mental health. 	<ul style="list-style-type: none"> • Dangers of online gaming. • Dangers of online relationships. What Radicalisation means. • What the Prevent strategy is. • How to use the emergency services: What making a 999 call involves. 	<ul style="list-style-type: none"> • What is good hygiene. • How to maintain good oral health/ • How periods work. 	<ul style="list-style-type: none"> • Independent revision strategies • Tackling stereotypes
Core disciplinary knowledge	<ul style="list-style-type: none"> • How the 9 habits impact our lives • The impact negative relationships can have on us. • How to give consent <ul style="list-style-type: none"> • How to seek support for mental health • How to empathise with others • How to say no • How to stay safe online 	<ul style="list-style-type: none"> • How to engage in the UK political system. • How different political parties' policies can affect us differently. 	<ul style="list-style-type: none"> • Why people use alcohol, drugs, and energy drinks. • Why it is important to seek support if someone is using these too much. 	<ul style="list-style-type: none"> • How to seek and signpost support • Signs that someone may be being radicalised. • The impact fake news can have on people 	<ul style="list-style-type: none"> • How to maintain good physical health • How to maintain good oral health • what can happen if you don't maintain good physical and oral health • How smoking can affect us/others • How vaping can affect us/others 	<ul style="list-style-type: none"> • Why it is important to have goals. • Impact of hobbies on our soft skills • How to be an effective learner/employee. • Understanding how and why it is important to tackle stereotypes.



OCL Personal Development Curriculum: Long Term Plan

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 8

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature on personal relationships. In accordance with the Gatsby Benchmarks, the career's curriculum through 'employable me' examine the different skills that they have and need to develop to be successful in later academic years and especially in the workplace. Qualifications, such as T-levels are also covered to fulfil the requirements of the Baker clause.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 3	Self-care 4 (Mental health)	Self – care 7 (Physical)	Love and Relationships 3	Citizenship 2	CEIAG 2
Enquiry questions	<ul style="list-style-type: none"> How do we create a fairer society? Why are there inequalities in society? What are the laws in modern Britain? 	<ul style="list-style-type: none"> Why is sleep so important? What is emotional health? How can we develop healthy coping strategies? 	<ul style="list-style-type: none"> How to maintain our physical health? What are the links between physical and mental health 	<ul style="list-style-type: none"> What does a healthy relationship look like? What can make a relationship unhealthy? How do we manage our emotions in a relationship? How do we manage a breakup? Sexing and texting 	<ul style="list-style-type: none"> What is democracy? How do elections work? How does the government spend our taxes? 	<ul style="list-style-type: none"> Why it is so important to manage your personal reputation? Is money key to job satisfaction? What are your personal ambitions?
Relevant core concepts	<ul style="list-style-type: none"> Inequalities in Society. 	<ul style="list-style-type: none"> Positive emotional wellbeing 	<ul style="list-style-type: none"> Healthy lifestyle Dealing with stressful situations 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Voting and elections How taxes are spent. Types of government and the monarchy. 	<ul style="list-style-type: none"> Post 16 Options
Relevant end points	<ul style="list-style-type: none"> Students will understand about equalities in society. 	<ul style="list-style-type: none"> Students will understand the importance of sleep and the impact it has on mental health. Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	<ul style="list-style-type: none"> Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students should be able to identify symptoms of body dysmorphia in men and women and where to seek support Students should identify bodies that are considered 'acceptable' or 'normative' within the media and the implications this can have for us and the impact on mental health. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and where to seek support. Students will understand the challenges that different relationships face. Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support. 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about voting and elections and will have developed a sound understanding of how this works. Students will know about taxes and how these are spent. Students will know about different types of government and the monarchy. 	<ul style="list-style-type: none"> Student will understand how social media is used by employers and employees Students know how they should protect themselves and their data online Students understand different factors which contribute to career satisfaction. Students understand how to make a career ambition plan

OCL Personal Development Curriculum: Long Term Plan

Core substantive knowledge	<ul style="list-style-type: none"> Disagreeing with others' opinions The laws that exist for discriminating against someone because of their age, race, gender or sexual orientation. The wealth divide causes inequality. Race, gender, age and sexual orientation can cause inequalities. 	<ul style="list-style-type: none"> Understand the link between thoughts, feelings and behaviour How to maintain good and how to cope with poor mental health. Strategies to ensure happiness. 	<ul style="list-style-type: none"> What a positive body image is. Why it is important to seek support when needed 	<ul style="list-style-type: none"> Understanding emotions within a relationship What catfishing is. 	<ul style="list-style-type: none"> What a community is What elections are The different political parties The different types of governments What the monarchy is 	<ul style="list-style-type: none"> The importance of managing your online presence. Be able to use online platforms to plan future career.
Core disciplinary knowledge	<ul style="list-style-type: none"> How to deal with this appropriately How these laws can protect people How to seek support for inequalities If you disagree with someone then debate/discuss in an appropriate way 	<ul style="list-style-type: none"> How a person's mental health can be impacted. Understanding how the correct support can improve mental health and well-being. 	<ul style="list-style-type: none"> Impact of exercise. Impact of healthy eating. 	<ul style="list-style-type: none"> How to manage the digital legacy of a breakup. How to give consent. How to know that someone has given consent. Understanding how emotions within a relationship can affect us and others The effect social media and catfishing can have on us or others The impact of sexts being shared 		



OCL Personal Development Curriculum: Long Term Plan

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 9

In Year 9, the Personal Development curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Self-care 5 (Money management)	Citizenship 4	CEIAG 3	Self-Care (Risky behaviours)	Love and Relationships 4	Love and Relationships 5
Enquiry questions	<ul style="list-style-type: none"> What is debt? How do we budget? Should we borrow money? 	<ul style="list-style-type: none"> How does the criminal justice system work in the UK? What are your legal rights in the UK? How effective is the criminal justice system in the UK? 	<ul style="list-style-type: none"> How to plan your future in relation to GCSE options, post 16 qualifications and university? 	<ul style="list-style-type: none"> What are party drugs? Why might some people be involved in gangs? What are country lines and how can these affect us or others around us? What are the impacts of knife crime? 	<ul style="list-style-type: none"> What does a healthy relationship look like? When is the right time for sex? What is consent? What are the different types of contraception available? 	<ul style="list-style-type: none"> How do we know if someone has given consent? What is coercive control?
Relevant core concepts	<ul style="list-style-type: none"> Budgeting Debt and borrowing 	<ul style="list-style-type: none"> Laws and sanctions in Britain 	<ul style="list-style-type: none"> Options post 16 	<ul style="list-style-type: none"> Laws and sanctions in Britain Seeking support 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Contraception 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Coercive control and where to seek support The challenges relationships face
Relevant end points	<ul style="list-style-type: none"> Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services. lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	<ul style="list-style-type: none"> Students understand the age of criminal responsibility in the UK. Students can articulate their legal rights in a range of context including stop and search, arrest and at court. Students will know about the laws in Britain and the potential sanctions for disobeying these laws. 	<ul style="list-style-type: none"> Students will know the options that they have post 16, they will understand how to look for and apply for jobs. Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for example, what does an apprenticeship look like or what is university life like? 	<ul style="list-style-type: none"> Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs. Students will know the social, legal and physical consequences of gang behaviours. Students will be equipped with strategies to manage pressure to join a gang, exit strategies and how to access appropriate support. Students will know about the laws in Britain and the potential sanctions for disobeying these laws including knife crime Students understand the dangers associated with drugs 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support. Students will understand the options available for contraception. 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support. Students will understand the challenges that different relationships face.

OCL Personal Development Curriculum: Long Term Plan

				<ul style="list-style-type: none"> • Students know the motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon. • Students are confident in delivering First Aid including how to perform CPR and put someone in the recovery position, use a defibrillator. 		
Core substantive knowledge	<ul style="list-style-type: none"> • How to avoid debt. • How to budget effectively. • How to manage borrowing and debt. • Why payday loans should be avoided. 	<ul style="list-style-type: none"> • Why people commit crime • The difference between stop and account, stop and search and a Section 60. • The process of arrest. • How the UK court system works. 	<ul style="list-style-type: none"> • How the different post 16 pathways work. • How university is different to an apprenticeship 	<ul style="list-style-type: none"> • How to spot gang member behaviour and avoid it. • The consequences of carrying a knife • How to deliver First Aid 	<ul style="list-style-type: none"> • How to give consent • How to understand it consent has been given • Understanding how to seek support for an unhealthy relationship 	<ul style="list-style-type: none"> • Consent can be both given and withdrawn • Drunk people can't consent • Features of a respectful relationship • Features of healthy and unhealthy relationships • What coercive control is and seeking support • The impact of pornography on body image and sexual relationships • Diversity in relationships
Core disciplinary knowledge	<ul style="list-style-type: none"> • The impact debt can have on people and their mental health. • How to seek support for money worries. 	<ul style="list-style-type: none"> • How the criminal justice system works 	<ul style="list-style-type: none"> • How to apply for a job • How to plan your life post 16 and how these life choices and plans will impact your life 	<ul style="list-style-type: none"> • Strategies for identifying risky and emergency situations, ways to manage these and get appropriate help, including where there may be legal consequences (e.g. violent crime and gangs) 	<ul style="list-style-type: none"> • Understand how consent works. • How to know if relationships are healthy or unhealthy • The impact of sexts being shared 	<ul style="list-style-type: none"> • How to know if someone has given consent • How to be respectful and know if someone is being respectful in a relationship • The impact of pornography on body image and sexual relationships • How relationships differ

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 10

In Year 10, the Personal Development curriculum focuses on all four of the core concepts; mental health, love and relationships, employable me and citizenship. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental health is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies, and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 6	Self-care 8 (Mental Health)	Self-care 9 (Finance) <i>HSBC Bank deliver a number of these sessions to students.</i>	Citizenship: First Give Programme	Citizenship: First Give Programme CEIAG 4	Self-care 10 (Physical)
Enquiry questions	<ul style="list-style-type: none"> What is coercive control? What is child on child abuse? What is upskirting? How do we seek support for domestic violence? 	<ul style="list-style-type: none"> How do we look after our Mental Wellbeing? How do we deal with stressful situations? 	<ul style="list-style-type: none"> How do we open bank accounts? How do I manage outgoings? (<i>HSBC</i>) How do I Managing against Fraud/ (<i>HSBC</i>) How do we rent or buy homes? Introduction to investing (<i>HSBC</i>) 	<ul style="list-style-type: none"> What is a community? What is an active citizen? How do we become involved in community change? 	<ul style="list-style-type: none"> How do we find a job? Why is it important to impress at interview? How do we make ourselves stand out? 	<ul style="list-style-type: none"> How do we live a healthy lifestyle?
Relevant core concepts	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Healthy lifestyle Mental health Dealing with stressful situations 	<ul style="list-style-type: none"> Budgeting Debt and borrowing 	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews 	<ul style="list-style-type: none"> Healthy lifestyle Dealing with stressful situations
Relevant end points	<ul style="list-style-type: none"> Students will have a sound knowledge of consent and how to support others in gaining support. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support. 	<ul style="list-style-type: none"> Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	<ul style="list-style-type: none"> Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services. Student will know how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about equalities in society. 	<ul style="list-style-type: none"> Students will know the options that they have post 16, they will understand how to look for and apply for jobs, including CV writing and how to conduct themselves in an interview. Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.
Core substantive knowledge	<ul style="list-style-type: none"> Consent is giving permission Consent can be given and withdrawn Qualities of a healthy relationship Features of an unhealthy relationship What coercive control is 	<ul style="list-style-type: none"> Symptoms of ill health Symptoms of stress, anxiety and depression Methods and strategies for self-care including diet and exercise Understand self-care Describe triggers 	<ul style="list-style-type: none"> What living independently involves What opening bank accounts involves What buying and renting homes involves How to seek support for financial exploitation in 	<ul style="list-style-type: none"> What it means to be an active citizen, i.e. involved in the community, involved in making a change or making a difference. What it means to be part of a community. 	<ul style="list-style-type: none"> What the post 16 options are What a quality job application and CV looks like Skills required to conduct yourself effectively at interview Know the specific revision strategies suited to their learning styles 	<ul style="list-style-type: none"> What STIs are, key symptoms and risks associated with different STI's The important role GUM clinics perform and what to expect from one The purpose of vaccinations and blood and organ donation

OCL Personal Development Curriculum: Long Term Plan

			different contexts including online.			<ul style="list-style-type: none"> How to self -screen for lumps and bumps
Core disciplinary knowledge	<ul style="list-style-type: none"> Understand how consent works How to know if your relationships are healthy or unhealthy How to get support for unhealthy relationships and coercive control 	<ul style="list-style-type: none"> Understand why there is a stigma attached to mental illness How to behave around others How to maintain a sense of happiness 	<ul style="list-style-type: none"> Make financial decisions, including recognising the opportunities and challenges involved in taking financial risks 	<ul style="list-style-type: none"> How being an active citizen can impact others in a positive way How to become involved in change 	<ul style="list-style-type: none"> How to apply for a job How to write a quality CV How to conduct yourself at interview How to revise 	<ul style="list-style-type: none"> Effects of STIs. Knowing where and how to seek support or signpost others to support. How organ donations impact those who need them and their families.

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 11

In Year 11, the Personal Development curriculum focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 can give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have careers education recapped to ensure that students take making the correct decisions regarding their post 16 options. The curriculum is delivered via three strategically placed dropdown days.

Term	Autumn 1	Spring 1	Summer 1
Unit title	CEIAG 5	Self – care 11	Love and Relationships
Enquiry questions	<ul style="list-style-type: none"> How do you apply for apprenticeships? Why is it important to impress at interview? How do we make ourselves stand out? 	<ul style="list-style-type: none"> How do we keep ourselves healthy? What is a healthy lifestyle? How do we seek support for addiction? 	<ul style="list-style-type: none"> How do we look after our sexual and reproductive health? How do we deal with unplanned pregnancy? How do we cope with adverse childhood experiences?
Relevant core concepts	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews 	<ul style="list-style-type: none"> Healthy lifestyle Mental health 	<ul style="list-style-type: none"> Sexual and reproductive health Contraception and unplanned pregnancy ACEs
Relevant end points	<ul style="list-style-type: none"> Students will know the options that they have post 16, they will understand how to look for and apply for jobs, including CV writing and how to conduct themselves in an interview. 	<ul style="list-style-type: none"> Students will know how to seek support for addiction Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person’s mental health can have an impact on their day to day lives and where to seek support. Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	<ul style="list-style-type: none"> Students will have a sound knowledge of sexual and reproductive health and they will know how to seek support and how to support others in gaining support. Students will know the options available for contraception and unplanned pregnancy. Students will understand how adverse childhood experiences can have an influence on people’s lives and futures and where to seek support.
Core substantive knowledge	<ul style="list-style-type: none"> What the post 16 options are What a quality job application and CV looks like Skills required to conduct yourself effectively at interviews 	<ul style="list-style-type: none"> What addiction is Planning a healthy diet Knowing how to exercise Why sleep is important Ways of coping with change and stress 	<ul style="list-style-type: none"> What being ready for sex involves Giving informed consent The different types of contraception available The options available for an unplanned pregnancy What an abortion is
Core disciplinary knowledge	<ul style="list-style-type: none"> How to apply for a job How to write a quality CV How to conduct yourself at interview 	<ul style="list-style-type: none"> How to use the NHS appropriately How to seek support for addiction How to eat healthily How to exercise responsibly How to cope with change and stress 	<ul style="list-style-type: none"> How to know the signs of being ready or not ready for sex The impact of sexting and how to cope if a sext is shared How the different types of contraception work How the different types of contraception are suited to different people and different types of relationship How to deal with an unplanned pregnancy The impact of dealing with an unplanned pregnancy

If you have any concerns regarding the sex education elements of the curriculum, please contact your Principal to discuss further.

Lessons with the right to withdraw.

OCL Personal Development Curriculum: Long Term Plan

In secondary schools, parents can withdraw their child from part or all of sex education, unless you feel there are 'exceptional circumstances'. They can do this up until 3 terms before the child turns 16. After that, it's the child's decision.

The lessons below are ones which parents *could* have the right to Withdraw from, however the curriculum has been planned in a way that everything should fit into either 'Health' or 'Relationships' education rather than 'Sex' education. All 3 lessons below fit into either Relationships (Yr9 Summer 2 lesson 1) or Health (Yr9 Summer 2 lesson 5 and Yr11 Autumn 2 lesson 1), however parents could argue that these could also come under 'Sex' education.

Year	Term	Lesson
7		
8		
9	Summer 2	1, 5
10		