

TfL Curriculum Outline 2023-2024: Summer Term

In this time, through TfL lessons and the SPARK tutor programme, students will continue to develop their knowledge, awareness and understanding of issues around relationships and sex education, living in the wider world, and Citizenship.

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Relationships and Sex Education	<ul style="list-style-type: none"> • How are our emotions affected by puberty? • Skills to manage relationship conflict in families. • Qualities of healthy and unhealthy relationships. Including online behaviours. 	<ul style="list-style-type: none"> • How to develop realistic and healthy relationship values and expectations • How to challenge unrealistic relationship expectations. • Understand and respect the spectrum of gender identities and sexual orientations. 	<ul style="list-style-type: none"> • Sexual health, the potential consequences of sex and the ways to reduce risk. • Name different types of contraception and how they work. • How to manage the end of an intimate relationship? 	<ul style="list-style-type: none"> • Outline the role of intimacy, readiness, and pleasure in consensual relationships • Explore pornography and its impact on understanding consent • How seeking consent through pressure and coercion is wrong and how to manage pressure to consent?
Living in the Wider World	<ul style="list-style-type: none"> • Identify what we mean by the term “digital footprint”. • Describe three ways our digital footprint we create now could impact on our later lives. 	<ul style="list-style-type: none"> • Describe what cybercrime is using key terms • Explain the consequences of cybercrime, for the perpetrator and the target • Describe or demonstrate decision making and risk assessment skills in relation to cybercrime 	<ul style="list-style-type: none"> • What are external sources of appearance ideals? • What are appearance pressures? • Manipulation of media messages • Exploring examples of body talk 	<ul style="list-style-type: none"> • Exaggerated or inaccurate information about situations or extreme viewpoints • To assess the causes and personal consequences of extremism and intolerance • To recognise shared responsibility to challenge extreme viewpoints that incite violence or hate • Responses and strategies to all of the above