

**Curriculum rationale & design**

Our curriculum is designed collaboratively to equip our scholars with the knowledge, skills, and understanding they need to live successful, happy, and safe lives. The curriculum is built around key themes advocated by the PSHE Association: healthy relationships, physical and mental health and wellbeing, citizenship, and the wider world. These themes are carefully threaded throughout the curriculum to ensure that scholars engage with a broad and varied range of content that is age-appropriate.

Safeguarding is at the heart of the curriculum. Key concepts such as consent, peer pressure, and personal boundaries are revisited each year in an age-appropriate and sensitive manner—starting with friendships and gradually building towards more complex topics such as intimate relationships, online safety, and personal agency.

Careers education is integral to the Personal Development curriculum. It is embedded in every year group and carefully timed to support key transition points—such as Year 9 options choices, Year 10 mock interviews, and Year 11 post-16 planning. Scholars are supported to explore a wide range of aspirational pathways and make informed decisions about their futures, ensuring they are well-prepared for the world of work and further education.

The curriculum also actively promotes equality, diversity, and British Values—including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—ensuring scholars are equipped to contribute positively to life in modern Britain. Our aim is to empower all scholars with the confidence, resilience, and critical thinking needed to navigate the complexities of modern life and to thrive as responsible, active citizens in modern Britain.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	7.1 Building healthy relationships	7.2 Staying Safe	7.3 Puberty	7.4 Identity and Equality	7.5 Digital Safety	7.6 Finance & Careers
<b>Year 8</b>	8.1 Choices, consequences and risk	8.2 Identity and Relationships	8.3 Emotional and Physical Health	8.4 Citizenship	8.5 My Personal Brand	8.6 Financial Decision Making
<b>Year 9</b>	9.1 Peer Influence, Substance Misuse & Gangs	9.2 Respectful Relationships	9.3 Careers: Options and future decisions	9.4 Intimate Relationships	9.5 Drugs and Health	9.6 Understanding and Preventing Hate
<b>Year 10</b>	10.1 Challenging harmful beliefs	10.2 Healthy lifestyles	10.3 Citizenship	10.4 Healthy Relationships	10.5 Careers & Finance	10.6 Families and Responsibilities
<b>Year 11</b>	11.1 Being independent		11.2 Being Healthy			

Year 7	Subject: Personal Development	Unit title: 7.1 RSE Building Healthy Relationships	Term: Autumn 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li><b>Learn that</b> healthy relationships, both in person and online, are built on respect, trust, and clear boundaries that help everyone feel safe and valued.</li><li><b>Learn that</b> unkind behaviour, including when it is excused as ‘banter’, can be harmful, and it is important to recognise, respond to, and report bullying in relationships.</li><li><b>Learn that</b> friendship difficulties and conflict can be overcome by understanding and managing the body's stress response.</li></ul> <p><b>Learn that</b> consent must be given freely, willingly, and with capacity.</p>	<p><b>Core Vocabulary:</b> respect, friend, conflict, bullying, trust, empathy, risk, peer pressure, assertive, British Values. quality, boundary, respect, nude, banter, protected characteristic, peer pressure, passive, aggressive, assertive, consent</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Building healthy friendships L2: Safe online relationships L3: Bullying vs. Banter L4: Managing conflict L5: Pressure in relationships L6: Consent (<i>Focused on friendships *not linked to sexual relationships</i>) L7: British Values - Tolerance in relationships</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Scholars will develop emotional literacy and self-reflection skills, enabling them to recognise and respond to their own emotions, identify triggers and stress signals.</li><li>Scholars will build conflict resolution skills and relationship awareness, learning to manage conflict respectfully, and understand the features of healthy and unhealthy relationships</li></ul>	<p><b>Vocabulary to retrieve:</b></p>		
<p><b>Links to other units:</b></p> <p>This unit is sequenced at the start of Year 7 when scholars relationships with other will change and provides them with essential knowledge around healthy relationships, identifying bullying/banter and managing conflict. This unit builds on the primary curriculum where scholars have learnt:</p>			

- Talking about emotions accurately and sensitively
- The characteristics of healthy friendships and how these can have ups and downs
- How to manage conflict

The knowledge gained in Unit 7.1 on relationships provides a foundation that is built upon throughout our spiral curriculum, particularly in Units 7.4 (Identity and Equality), 8.2 (Identity and Relationships), 9.2 (Respectful Relationships), and 9.4 (Intimate Relationships). In Unit 7.4, scholars will deepen their understanding of treating others with respect, regardless of their protected characteristics, while promoting tolerance and learning how to identify and report discriminatory or bullying behaviours.

In Unit 8.2, scholars will further explore the diversity of relationships, including LGBT relationships. A secure understanding of the features of a healthy relationship—such as trust, respect, and equality—developed in earlier units, is essential for recognising how these principles apply across all types of relationships.

By Year 9, in Units 9.2 and 9.4, scholars will be equipped to explain the characteristics of healthy intimate relationships, grounded in mutual respect. They will also explore how to recognise and respond to serious conflict, including how to report coercive or harmful behaviours appropriately.

**Links to Statutory Guidance:**

- The facts and associated risks of legal and illegal substances, including smoking, alcohol use and vaping, and their physical and psychological effects.
- How peer pressure can influence risky behaviours and equips students with strategies to recognise and resist pressure.
- The law relating to the possession, use, and supply of harmful substances, and reinforces the importance of following the law to stay safe.
- An understanding of personal safety in different environments (road, rail, and water), linking behaviour to real-world risks and emergency responses.
- The importance of the Rule of Law and how laws protect individuals and promote responsibility and respect in society.
- Supports scholars to recognise and respond to unsafe behaviour, including marketing tactics and peer influence, and know how to seek help.

Year 7	Subject: Personal Development	Unit title: 7.2 Staying Safe	Term: Autumn 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"> <li>• <b>Learn that</b> smoking and vaping both contain addictive substances like nicotine, which can harm your health and lead to long-term consequences such as cancer, breathing problems, and early death.</li> <li>• <b>Learn that</b> acting responsibly near roads, railways, and water helps keep you and others safe, and breaking safety rules like trespassing can have serious consequences.</li> <li>• <b>Learn that</b> showing respect and responsibility when travelling or walking—by listening to adults, following safety rules, and resisting peer pressure—keeps everyone safe and reflects British values.</li> </ul>	<p><b>Vocabulary to consolidate:</b> assertive, peer pressure, social pressure, nicotine, addiction, smoking, vaping, alcohol, mental health, informed decision, exploitation</p>	<p><b>Teaching Sequence:</b> L1: Smoking L2: Vaping L3: Road safety L4: Public transport and travel safety L5: Railway safety L6: Water safety L7: British Values - Rule of Law</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge about addiction and peer pressure to make sensible choices about smoking and vaping, including recognising situations where someone might be influenced to take risks.</li> <li>• Explain how following safety rules (e.g. on roads, near water, and around railways) prevents accidents and protects lives.</li> <li>• Demonstrate responsibility and respect in everyday safety situations — such as travelling on public transport</li> </ul>	<p><b>Vocabulary to retrieve:</b></p>		

or walking home — by showing awareness of others' needs and understanding how their own actions impact others.		
<p><b>Links to other units:</b></p> <p>This lesson is sequenced here to provide scholars with knowledge around managing peer pressure and safeguarding themselves. The nationwide increase in vaping means that knowledge around the addictive nature of this habit must be provided to scholars as well as ways to manage pressure from others. As scholars are likely to be increasingly independent in their move to secondary education, key safeguarding topics are covered including staying safe when walking home, on roads, around water and railways. It builds on the primary curriculum where scholars have learnt:</p> <ul style="list-style-type: none"> <li>• About drugs, alcohol and tobacco</li> <li>• Staying healthy</li> <li>• About staying safe, including in water, on the roads and near railways</li> </ul> <p>The knowledge gained in Unit 7.2: Staying Safe provides a foundational knowledge around dangerous substances and behaviours that is revisited and built upon throughout our spiral PSHE curriculum. This is particularly evident in Units 8.1 (Substance Misuse), 8.3 (Emotional Health and Wellbeing), 9.1 (Peer Influence, Substance Misuse &amp; Gangs), and 10.2 (Healthy Lifestyles).</p> <p>In Unit 8.1, scholars deepen their understanding of risky behaviours linked to peer pressure, and enhance their knowledge of different substances and their effects, such as cannabis. They also gain a foundational understanding of county lines, including how young people may be exploited and the potential implications of being recruited as runners.</p> <p>By Unit 9.1, scholars are equipped to explore how substance misuse can intersect with other risky behaviours such as gang involvement, knife crime, joint enterprise, and county lines. This unit builds directly on their prior knowledge from 8.1 and also includes a more detailed study of drug classification, exploring how substances are categorised based on their potential harm to individuals and to wider society. Scholars learn about the specific effects of drugs such as cannabis, MDMA, and other party drugs.</p> <p>In Unit 10.2, scholars revisit themes from earlier units through the lens of exam stress and mental wellbeing, exploring how people manage pressure. They examine both healthy and unhealthy coping strategies, recognising how some turn to substance misuse, while also being encouraged to develop healthier alternatives for managing stress and maintaining a balanced lifestyle.</p>		
<p><b>Links to Statutory Guidance:</b></p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others</li> <li>• Personal safety on roads, buses, railways and around water</li> </ul>		

Year 7	Subject: Personal Development	Unit title: 7.3 Puberty	Term: Spring 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"> <li>• <b>Learn that</b> puberty is a natural stage of development that includes physical, emotional, and hormonal changes, and that these changes happen at different times for different people.</li> <li>• <b>Learn that</b> healthy routines — including a balanced diet, regular exercise, good sleep, and personal hygiene — help manage the changes that happen during puberty.</li> <li>• <b>Learn that</b> periods are a normal part of puberty and reproductive health, and that there are different sanitary products available to help manage menstrual wellbeing.</li> </ul>	<p><b>Core vocabulary:</b> acne, cervix, cortisol, egg (Ovum), empathy, endometrium, endorphins, erection, fallopian tube, Fight Flight Freeze, hormones, melatonin, menstruation, menstrual cup, menstrual cycle, obesity, oestrogen, ovaries, period, period pants, PMS (Premenstrual Syndrome) Puberty, responsible, sanitary pad/towel, self-discipline, serotonin, tampon, temptation, testosterone, uterus (Womb), vagina, wet dream</p>	<p><b>Teaching Sequence:</b>  L1: What is puberty?  L2: Healthy diet and puberty  L3: Exercise and puberty  L4: Good personal hygiene and puberty  L5: Periods and menstrual wellbeing  L6: British Values - Individual liberties</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to apply knowledge about puberty, hygiene, diet, sleep, and exercise to make responsible and healthy lifestyle choices that support physical and emotional wellbeing.</li> <li>• Learn to reflect on personal choices and demonstrate self-discipline, respect, and empathy when discussing sensitive topics and managing changes during puberty.</li> </ul>	<p><b>Vocabulary to retrieve:</b>  Respect  British Values  Individual Liberties</p>		

**Links to other units:** This unit is placed early in Year 7 as many scholars will be about to/currently experiencing puberty, which will have a significant impact on their physical and mental wellbeing. This unit will help them to understand the changes that their body will undertake, providing them with strategies to maintain a healthy lifestyle. It builds on the primary curriculum where scholars have learnt:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- The importance of personal hygiene and how to maintain it.
- The characteristics of a healthy lifestyle, including the benefits of physical exercise, balanced diet and good quality sleep.
- The facts about the menstrual cycle including menstruation.
- Learning how to recognise and respond to their own emotions.

The knowledge gained in Unit 7.3 on puberty forms a foundation that is built upon throughout our spiral PSHE curriculum. Scholars regularly revisit the impact of puberty on relationships, decision-making, and emotional and physical health. This knowledge is specifically developed in Unit 8.2 (Identity and Relationships), Unit 8.3 (Emotional and Physical Health), Unit 9.1 (Peer Influence, Substance Misuse & Gangs), and Unit 9.4 (Intimate Relationships).

In Unit 8.2, scholars revisit how puberty may lead to the development of romantic or sexual attraction towards others and how this shapes their identity and relationships. In Unit 8.3, they reflect on how puberty-related changes can affect mental health, for example through mood swings or feeling self-conscious about their bodies and how others perceive them.

In Unit 9.1, scholars explore how the teenage brain is still developing during puberty, and how this can increase vulnerability to risk-taking behaviours and peer pressure. In Unit 9.4, scholars receive age-appropriate sex education, linking their understanding of periods, bodily changes, and reproductive health with what constitutes a healthy sexual relationship.

**Links to Statutory Guidance:**

- The physical and emotional changes that occur during puberty.
- Key facts about the menstrual cycle, fertility, and the impact of puberty on physical and emotional wellbeing.
- The importance of personal hygiene and how to manage the changes during adolescence.
- The characteristics of mental and physical health, including the impact of sleep, exercise, and diet on wellbeing.



Year 7	Subject: Personal Development	Unit title: 7.4 Identity and Equality	Term: Spring 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>• <b>Learn that</b> everyone has a unique identity that should be respected.</li><li>• <b>Learn that</b> prejudice, discrimination, and stereotypes can lead to unfair treatment, exclusion, and harm to individuals and communities.</li><li>• <b>Learn that</b> the Equality Act 2010 protects people from discrimination by law, and lists nine protected characteristics that must be respected in all settings.</li></ul>	<p><b>Core Vocabulary:</b> identity, prejudice, discrimination, stereotype, equality, diversity, democracy, British Values, consent, protected characteristics, microaggression, ableism, FGM (Female Genital Mutilation), human rights</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Identity L2: Prejudice and Discrimination L3: Challenging Stereotypes L4: Disabilities and Invisible Disabilities L5: FGM L6: British Values - Democracy</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>• Understand how to critically evaluate bias, prejudice, and stereotypes, including how they are formed and how they affect individuals and society.</li><li>• Apply the concepts of fairness, equality, and rights to real-life situations, including the ability to recognise discrimination and respond appropriately.</li><li>• Develop the ability to think critically when discussing issues of identity, diversity, and equality — even when views differ.</li></ul>	<p><b>Vocabulary to retrieve:</b> respect</p>		
<p><b>Links to other units:</b> This unit provides an opportunity to deepen scholars understanding of British Values, equality and protected characteristics, exploring the theme of identity. Scholars also learn about FGM in this unit, which is a practice that can be undertaken during adolescence. It is important that scholars are able to safeguard both themselves and others and so this is taught in a factual manner, ensuring that scholars are aware of what this practice is, warning signs and where to access support.</p> <p>It builds on the primary curriculum where scholars have learnt:</p> <ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them and that the same principles apply online as offline, including respect for others.</li><li>• About stereotypes and that everyone deserves to be treated equally.</li><li>• What a human right is and that children have their own special rights.</li></ul>			

The knowledge gained in Unit 7.4 on Identity and Equality is developed further throughout our spiral curriculum, particularly in Units 8.2 (Identity and Relationships), 9.2 (Respectful Relationships), 9.4 (Intimate Relationships), 9.6 (Understanding and Preventing Hate), and 10.1 (Challenging Harmful Beliefs).

In Unit 7.4, scholars begin to explore the importance of respecting others regardless of their protected characteristics. They learn how to recognise and challenge prejudice, promote tolerance, and identify and report discriminatory or bullying behaviours.

In Unit 8.2, this understanding is deepened as scholars examine the diversity of relationships, including LGBT+ relationships, and how respect for others is underpinned by British Values.

In Year 9, Units 9.2 and 9.4 revisit these themes in the context of respectful and intimate relationships, including a more detailed look at different sexual orientations and identities. In Unit 9.6, scholars explore prejudice and discrimination in greater depth through the study of misogyny, homophobia, Islamophobia, and the Pyramid of Hate, helping them understand how harmful attitudes escalate.

Finally, in Unit 10.1, these concepts are extended further as scholars explore radicalisation and extremism, learning how discriminatory beliefs can lead to extremist ideologies and the importance of recognising and challenging harmful narratives.

**Links to Statutory Guidance:**

- Know the characteristics of positive and healthy friendships, including respect for others and the differences between people.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.
- Legal rights and responsibilities relating to equality, including reference to the Equality Act 2010.
- Importance of self-respect, and how this links to their own identity and interactions with others.

Year 7	Subject: Personal Development	Unit title: 7.5 Digital Safety	Term: Summer 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>• <b>Learn that</b> social media and online platforms can carry risks such as grooming, cyberbullying, and exposure to harmful content, and that there are ways to stay safe and seek help.</li><li>• <b>Learn that</b> information online can be biased, misleading, or fake (e.g. deepfakes and fake news), and that developing critical thinking helps protect us from being misled.</li><li>• <b>Learn that</b> our online experiences are shaped by algorithms, and overuse (e.g. doomscrolling) can impact our mental wellbeing.</li></ul>	<p><b>Core Vocabulary:</b> exploitation, privacy settings, fake news, deepfake, algorithm, doomscrolling, bias, misinformation, digital footprint, personal information</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Safer Online Relationships L2: Cyberbullying L3: Safer Online Gaming L4: Biased and Misleading Information L5: British Values and Respect Online</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>• Critically evaluate digital content – identifying bias, fake news, deepfakes and when algorithms have been used.</li><li>• Enhance decision-making skills online, knowing when to report unkind or suspicious behaviours linked to grooming and cyberbullying</li><li>• Understand and explain digital responsibilities for everyone who accesses online platforms or messaging services.</li></ul>	<p><b>Vocabulary to retrieve:</b> Cyberbullying, consent, mental health, respect, bullying</p>		
<p><b>Links to other units:</b></p> <p>This unit provides dedicated time to learn about digital safety, providing scholars with knowledge about privacy settings, location setting, critical thinking online and AI. This will overlap with some work in IT but has a focus, in this instance, on safeguarding. It revisits themes around staying safe, being an upstander and reporting.</p>			

It builds on the primary curriculum where scholars have learnt:

- To recognise harmful behaviour online, including bullying, and how to report and respond.
- That information shared online can last forever and that not all information online is true.
- Different types of bullying, the impact it has, and how to challenge it
- To use technology safely and responsibly, including recognising acceptable/unacceptable behaviour and identifying fake content, reporting this when necessary to a trusted adult.

The knowledge gained in Unit 7.5 on digital safety provides a foundation that is built upon throughout our spiral curriculum, particularly in Units 7.2 (Building Healthy Relationships), 8.5 (My Personal Brand), 9.2 (Respectful Relationships), and 9.4 (Intimate Relationships). In Unit 7.5, scholars will deepen their understanding of digital safety, revisiting knowledge from 7.1 (Building Healthy Relationships) in which they encountered themes such as sexting, cyberbullying and consent. Considering the impact of sending nude images and the inability to retrieve this image once it has been sent. In 7.5, scholars will look specifically at online grooming and exploitation, considering how important privacy settings and vigilance are to protect ourselves online. Cyberbullying will be revisited through the lens of online gaming and they will learn more about the impact of social media and how too much time online can negatively impact our mental health.

In Unit 8.5, scholars will consider how they present themselves online and the impact that this might have on future employment, understanding the importance of privacy settings in this instance

By Year 9, in Units 9.2 and 9.4, scholars will consider respectful online relationships and will consider the impact of pornography on relationships, often creating unrealistic expectations or reinforcing dangerous stereotypes that can be harmful to others. They will learn more about the law relating to inappropriate material online and sending images to others, even if they provide consent, when they are under 18.relationship.

**Links to Statutory Guidance:**

- To recognise and report harmful behaviour, including abuse, grooming.

Year 7	Subject: Personal Development	Unit title: 7.6 Finance	Term: Summer 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>• <b>Learn that</b> a budget compares income and expenditure, and that managing money wisely means distinguishing between needs and wants.</li><li>• <b>Learn that</b> people can earn income in different ways (e.g. jobs, self-employment, apprenticeships) and that the minimum and living wage are legal protections for workers.</li><li>• <b>Learn that</b> advertising and marketing influence spending decisions, and being a critical consumer helps make more conscious, ethical, and informed choices.</li></ul>	<p><b>Core Vocabulary:</b> Budget, incomes, expenditure, need, want, inflation, minimum wage, living wage, critical consumer, emergency fund, freelance, self-employed, conscious consumerism, impulse buying, cost of living</p>	<p>L1: Opening a bank account L2: How to read a bank statement L3: How to save money L4: Debit and credit cards L5: British values – Rule of Law – managing debt</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>• Develop the ability to apply knowledge about puberty, hygiene, diet, sleep, and exercise to make responsible and healthy lifestyle choices that support physical and emotional wellbeing.</li><li>• Learn to reflect on personal choices and demonstrate self-discipline, respect, and empathy when discussing sensitive topics and managing changes during puberty.</li></ul>	<p><b>Vocabulary to retrieve:</b> British Values, individual liberties</p>		
<p><b>Links to other units:</b></p> <p>Scholars can open a bank account from the age of 11. Many scholars also access money online using apply pay, gaming sites and are exposed to ever increasing amounts of targeted advertising, algorithms and influences that encourage spending. This is the first interaction with financial education and seeks to build a foundation for future learning focusing, in this instance, on needs/wants, budgeting and spending decisions that will provide a springboard to future learning. It builds on the primary and KS3 curriculum where scholars have learnt:</p> <ul style="list-style-type: none"><li>• Understanding the concept of caving and spending, the value of money, and making choices about money</li></ul>			

- Applying knowledge of decimals to budgeting and prices
- Careers (Gatsby) – Begin to understand different types of work and income sources

The knowledge gained in Unit 7.6 on finance and careers forms the foundation for future financial literacy and careers education. It introduces scholars to key concepts such as the difference between needs and wants, which are built upon throughout the curriculum. Financial education is revisited and developed in Unit 8.5 (My Personal Brand), Unit 8.6 (Financial Decision-Making), Unit 9.3 (Options and Careers), Unit 10.5 (Careers and Finance), and Unit 11.1 (Being Independent).

In Unit 8.6, scholars further develop their understanding by learning how to read a bank statement, comparing different types of payment cards and savings accounts, and exploring sources of income and employment.

In Unit 9.3, they focus on decision-making and careers education in preparation for GCSE options, considering a range of future pathways.

Unit 10.5 prepares scholars for mock interviews and work experience, focusing on applications, workplace expectations, and employability skills. Finally, in Unit 11.1, scholars revisit financial literacy in the context of independence, covering budgeting, take-home pay, and post-16 options.

#### **Links to Statutory Guidance:**

- Making financial decisions including saving, borrowing, budgeting and making financial choices.
- Different types of employment and income.
- Concepts of interest, loan, debt and tax.
- How to assess the reliability of sources of information, including online.
- To recognise and manage the influence of advertising and peer influence on financial choices.

Year 8	Subject: Personal Development	Unit title: 8.1 Choice, Consequence and Risk	Term: Autumn 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"> <li>• <b>Learn that</b> all drugs — whether legal, illegal, or prescribed — can have short- and long-term effects on physical and mental health, and may lead to addiction.</li> <li>• <b>Learn that</b> county lines is a form of child criminal exploitation where young people are groomed, coerced, or threatened into transporting drugs, and that recognising the signs and knowing how to seek help is essential for staying safe.</li> <li>• <b>Learn that</b> UK law classifies drugs (A, B, C) and sets legal restrictions on alcohol and vaping to protect health and wellbeing — especially for young people.</li> </ul>	<p><b>Core Vocabulary:</b> Addiction, prescription drugs, legal, illegal, drug classifications (A,B,C), Paranoia, coercion, stimulant, depressant, possession with intent to supply,</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Should we be worried about vaping?  L2: Illegal vs/ Legal drugs  L3: Alcohol  L4: Drugs and alcohol in the media  L5: County Lines  L6: Signs of county lines and support  L7: British Values - Rule of Law and ASB</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"> <li>• Assess risk by assessing the effects of substances on health and wellbeing.</li> <li>• Evaluate information from media, the law, peers, and society to make informed personal decisions.</li> </ul>	<p><b>Vocabulary to retrieve:</b> vaping, peer pressure, alcohol, respect, risk</p>	<p><b>Links to other units:</b></p> <p>This unit is sequenced at the very start of Year 8, as PD leaders felt that the safeguarding themes in this topics were important to deliver early, ensuring scholars know and understand how to keep themselves and others safe. Nationally, these themes are a growing concern and it is important that scholars are equipped to identify signs of exploitation early so that they can seek help.</p> <p>It builds on the Y7 curriculum where scholars have learnt:</p> <ul style="list-style-type: none"> <li>• About the affects of vaping, smoking and alcohol</li> <li>• That peer pressure can influence our decisions, particularly during puberty</li> </ul>	

The knowledge gained in Unit 7.2 (Staying Safe) is revisited in Unit 8.1 (Substance Misuse and Exploitation) to cover more mature themes around other drugs such as cannabis and risks such as county lines. Children are vulnerable at this age to coercion and so this is placed here as part of our safeguarding curriculum. This unit is built upon in 9.1 (Peer Influence, Substance Misuse and Gangs) when scholars are introduced to knife crime, joint enterprise as well as other substances in 9.5 (Drugs and Health) including party drugs. In Unit 10.2 (Healthy Lifestyles), scholars will encounter drugs again through the lens of mental health and unhealthy/healthy coping strategies.

**Links to Statutory Guidance:**

- Facts about legal and illegal drugs and their associated risks, including the link to mental health.
- Physical and psychological risks associated with alcohol consumption.
- Laws relating to drug misuse and the misuse of legal substances including tobacco and vaping.
- Influence of peer pressure and media on decisions about drug and alcohol use.
- Strategies to manage peer pressure in relation to substance use.



Year 8	Subject: Personal Development	Unit title: 8.2 Identity and Relationships	Term: Autumn 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>• <b>Learn that</b> unhealthy relationships may involve control and manipulation</li><li>• <b>Learn that</b> relationships can take many forms, and that assumptions, stereotypes, and media portrayals can create unrealistic expectations.</li><li>• <b>Learn that</b> understanding and respecting identity, including sexuality and gender, helps prevent discrimination and supports inclusive, safe relationships.</li></ul>	<p><b>Core Vocabulary:</b> Homosexual, heterosexual, bisexual, transgender, cohabitation, civil partnership, marriage, coercion, common-law partner</p> <p><b>Vocabulary to retrieve:</b> respect, trust, boundaries, consent, conflict, discrimination, empathy, communication</p>	<p><b>Teaching Sequence:</b> L1: Relationship Values L2: Different types of long-term relationships L3: Conflict in relationships L4: Influences and Relationship expectations L5: Sexual Orientation L6: Consent and avoiding assumptions L7: British Values - Respect</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>• Distinguish between healthy and unhealthy behaviours in relationships</li><li>• Analyse how social norms, stereotypes, and media messages can affect expectations and pressures in relationships.</li><li>• Evaluate how language, identity, and mutual understanding shape inclusive and respectful communities.</li></ul>			
<p><b>Links to other units:</b> This unit on relationships and identity has been sequenced here, to support scholars understanding different types of relationships that exist. It is underpinned by British Values and the Equality Act, building on scholars learning from Year 7 about identity.</p> <p>It builds on the primary curriculum where scholars have learnt:</p> <ul style="list-style-type: none"><li>• About drugs, alcohol and tobacco</li><li>• Staying healthy</li><li>• About staying safe, including in water, on the roads and near railways</li></ul> <p>The knowledge gained in Unit 8.2 (Identity and Relationship) revisits knowledge taught in 7.1 (Building Healthy Relationships) which introduced boundaries, consent and key</p>			

qualities of healthy relationships being respect and trust. In 7.4 (Identity & Equality), scholars focused on protected characteristics, respect, prejudice, stereotypes and discrimination, meaning they should already have a basic understanding of these terms prior to teaching this unit.

By Year 9 scholars will explore more mature themes around healthy relationships. In Units 9.2 and 9.4, scholars will be equipped to explain the characteristics of healthy intimate relationships, grounded in mutual respect. They will also explore how to recognise and respond to serious conflict, including how to report coercive or harmful behaviours appropriately. They will also access more mature themes around discrimination in 9.6 (Understanding and Preventing Hate) and 10.1 (Challenging harmful beliefs).

**Links to Statutory Guidance:**

- The characteristics of positive and healthy relationships
- That there are different types of committed, stable relationships.
- Importance of respect and tolerance for others with different faiths, beliefs and sexuality.
- Legal rights and responsibilities around consent
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.

Year 8	Subject: Personal Development	Unit title: 8.3 Health & Wellbeing: Emotional & Physical Health	Term: Spring 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that mental health can be supported through healthy routines, self-care strategies, and understanding both helpful and harmful coping mechanisms.</li><li>Learn that stigma around mental illness can prevent people from seeking support, and empathy and non-judgmental language can make a difference.</li><li>Learn that digital resilience and body image awareness are essential for mental wellbeing in the online world.</li></ul>	<p><b>Core vocabulary:</b> adrenaline, adolescence, amygdala, check in, coping strategies, distraction, dopamine, empathy, endorphin, hippocampus, neuroscience, pre frontal cortex, pressure, puberty, rumination, serotonin, stigma, stress, warning signs, wellbeing</p>	<p><b>Teaching Sequence:</b> L1: Mental and Emotional Health L2: Supporting others with their mental health L3: Healthy and Unhealthy Coping Strategies L4: Digital Resilience L5: Body Image L6: British Values - Tolerance</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Identify healthy and unhealthy coping strategies and understand their impact on emotional wellbeing.</li><li>Analyse the role of stigma in mental health and how to challenge it using respectful and empathetic language.</li><li>Evaluate online influences on mental health, including how to practise digital resilience and challenge unrealistic standards.</li></ul>	<p><b>Revisited vocabulary:</b> Mental health, social media, hormones</p>		
<p><b>Links to other units:</b></p> <p>This unit has been sequenced here to look more closely at mental health. This is a theme that has been explored by scholars in other units around relationships, impact of discrimination and also digital safety. At this point, scholars find out more about the neuro-science of mental health and how feeling low and stressed at times is normal. Scholars are given time to look at and evaluate coping strategies to support their wellbeing and effective ways to manage their emotions. This unit builds on prior knowledge from Year 7 and Year 8, where scholars have already explored:</p> <ul style="list-style-type: none"><li>The importance of sleep during puberty and strategies to manage emotional changes</li></ul>			

- The concept of stigma, particularly through the lens of identity
- The physical and emotional effects of drug use
- The meaning and importance of digital resilience

Unit 8.3 (Emotional Health and Wellbeing) marks the first opportunity for scholars to explore mental health in depth, including the factors that influence it and healthy and unhealthy coping strategies. It is also the first time body image and online comparison are taught explicitly, building on prior learning about digital resilience in Unit 7.5 (Digital Safety).

The theme of mental health is revisited regularly throughout the curriculum — most notably in Unit 9.1 (Peer Influence, Substance Misuse and Gangs), where scholars explore how poor mental health may increase vulnerability to risk-taking behaviours and peer pressure. In Unit 9.5 (Drugs and Health), scholars further examine the mental health consequences of drug use, including links to paranoia, anxiety, depression, and psychosis. This theme continues in Year 10 with Unit 10.2 (Healthy Lifestyles), which focuses on managing exam stress and promoting positive emotional health during periods of pressure.

**Links to Statutory Guidance:**

- The importance of mental wellbeing and how to recognise early signs of mental health concerns.
- Benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activities on mental wellbeing.
- Isolation and loneliness can affect children and that it is not uncommon for people to experience them.
- Impact of social media and how to manage online pressures, including knowing how to report concerns.
- Where and how to seek support for themselves or others.

Year 8	Subject: Personal Development	Unit title: 8.4 Wider World: Citizenship	Term: Spring 2
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li><b>Learn that</b> everyone has a unique identity that should be respected.</li><li><b>Learn that</b> prejudice, discrimination, and stereotypes can lead to unfair treatment, exclusion, and harm to individuals and communities.</li><li><b>Learn that</b> the Equality Act 2010 protects people from discrimination by law, and lists nine protected characteristics that must be respected in all settings.</li></ul>	<b>Core Vocabulary:</b> Fairness, debate, Representative democracy, constituency, MP (Member of Parliament), House of Commons, House of Lords, Green Paper, White Paper, Bill, Loophole, criminal responsibility, Amendment, Suffrage, public participation, active citizen, upstander	<b>Teaching Sequence:</b> L1: What is democracy? L2: How is the UK governed? L3: The Law L4: How are laws made? L5: British Values - Rule of Law: Civil & Criminal Law	
	<b>Vocabulary to retrieve:</b> Democracy		
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Understanding how power and decision-making are structured in the UK (e.g. Parliament, government, the monarch, MPs)</li><li>Interpreting the role of laws and democratic processes in maintaining order, protecting rights, and promoting fairness</li><li>Evaluating the effectiveness of political systems and legal processes</li></ul>			
<b>Links to other units:</b> As part of the statutory citizenship curriculum, scholars must learn about how the UK is governed. This unit provides scholar with knowledge of UK democracy that is further built on as part of the History curriculum and wider PD activities. It builds on the Year 7 curriculum where scholars have learnt: <ul style="list-style-type: none"><li>About rights and responsibilities in a variety of different ways e.g. relationships, the community etc</li><li>British Values and democracy</li><li>The importance of equality and inclusion</li></ul>			

The knowledge gained in Unit 8.5 builds on scholars skills acquired in previous units in Year 7 notably (7.6 Identity) where scholars were introduced to the concept of democracy and the rule of law – which are now explored in greater depth with reference to Parliament and decision-making. It also builds on Unit 8.2 (Identity & Relationships) where scholars deepened their understanding of protected characteristics, equality and the Equality Act 2010 – this links directly to how laws are made to uphold these rights.

Scholars will revisit these themes of Citizenship and equality in Unit 9.6 (Understanding and Preventing Hate) where they explore the ‘Pyramid of Hate’, discrimination and hate crime – all of which rely on an understanding of law, rights and justice. In Year 10, Scholars Study Unit 10.1 (Challenging Harmful beliefs) which explores extremism, radicalisation and democracy’s role in providing peaceful platforms for protest which builds on their understanding of UK governance. In addition, scholars in Year 10 access further Citizenship units in 10.4(Rights and Responsibilities) which explicitly focuses on civic responsibilities and how these relate to the legal system and wider democracy.

**Links to Statutory Guidance:**

- Understanding the UK’s parliamentary system of government, including the roles of the monarch, Parliament, Prime Minister, and MPs
- Learning how laws are made and enforced through the democratic process
- Understanding the meaning and importance of justice, liberty, democracy, and the rule of law
- Developing skills to research, debate and evaluate viewpoints and make informed decisions

Year 8	Subject: Personal Development	Unit title: 8.5 My Personal Brand	Term: Summer 1
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>• <b>Learn</b> to identify and reflect on their personal strengths, skills, and qualities, and how these can shape their future goals and career choices.</li><li>• <b>Learnt that</b> their behaviour, body language, communication, and digital presence contribute to the impression they give to others.</li><li>• <b>Learn that</b> their personal brand can build a positive reputation both online and offline.</li></ul>	<b>Core vocabulary:</b> Personal Brand, reputation, online identity, role model, Privacy settings, volunteering, self-awareness, goal-setting, first impressions, values, community	<b>Teaching Sequence:</b> L1: Skill & Qualities L2: How do I present myself to others? L3: How do I present myself online? L4: How do I present myself in the community? L5: What is my personal brand? L6: British Values: Respect	
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>• To develop self-awareness and reflective thinking around personal image, behaviour, and communication.</li><li>• To practice evaluating real-life examples of public and digital reputation and assess their impact.</li></ul>	<b>Vocabulary to retrieve:</b> identity, social media, responsibility, reputation, skills, qualities, strengths, digital footprint, communication, confidence,		
<b>Links to other units:</b> <p>This unit is designed to explore themes around careers, asking scholars to consider how they present themselves to others. It builds on learning around privacy settings, online safety and also further explores what they can do to present themselves in their community e.g. volunteering, community events etc. It builds on the Year 7 curriculum where scholars have learnt:</p> <ul style="list-style-type: none"><li>• Digital Resilience / Online Safety – understanding digital footprints and online behaviour</li><li>• Healthy Relationships – communication, confidence, body language</li></ul> <p>The knowledge gained in Unit 8.5 (My Personal Brand) builds on knowledge scholars have acquired in previous units in Year 7 notably (7.4 Building Healthy Relationships) where scholars were introduced to the concepts of respect, tolerance and empathy – which are now explored in greater depth with reference to how these values need to be applied in all aspects of life and how the personal presentation can impact on how people see them, their brand and reputation. All of which can have an impact on their future employment opportunities.</p>			
<b>Links to Statutory Guidance:</b>			

**Careers Education (Gatsby Benchmarks):**

- Benchmark 3: Addressing the needs of each pupil
- Benchmark 4: Linking curriculum learning to careers
- Benchmark 7: Encounters with further and higher education

**Citizenship (KS3):**

- Understanding the roles of citizens in public life and ways to contribute positively
- Exploring individual liberties and respect for different values in society



Year 8	Subject: Personal Development	Unit title: 8.6 Financial Decision Making	Term: Summer 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>• <b>Learn that</b> there are a variety of features and purposes of different types of bank accounts and financial tools, including current accounts, savings accounts, debit, credit, and prepaid cards.</li><li>• <b>Learn</b> how to read and interpret a bank statement to track financial activity, manage spending, and understand transactions.</li><li>• <b>Learn that</b> saving is important and the concepts of saving, interest, and making responsible choices when using money or credit.</li></ul>	<p><b>Core vocabulary:</b> Bank account, savings account, current account, interest, debit card, credit card, APR, credit limit, deposit, overdraft ISA, balance, transactions, direct debit, statement</p>	<p><b>Teaching Sequence:</b> L1: Spending Decisions L2: How to Budget L3: Getting a Job L4: Impact of Inflation L5: Being a Critical Consumer L6: British Values - Budgeting for a Holiday (Individual Liberties)</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>• Develop critical thinking about personal money choices and the consequences of borrowing vs saving.</li><li>• Analyse real-world financial documents like bank statements to build financial literacy.</li><li>• Understand how financial behaviour impacts future independence and wellbeing.</li></ul>	<p><b>Vocabulary to retrieve:</b> Budgeting, income, spending, needs, wants, responsibility, risk, planning</p>		
<p><b>Links to other units:</b> In this unit, scholars build on their understanding of financial literacy, having gained a clear understanding of concepts such as needs/wants, credit and debit. This builds on the Year 7 curriculum where scholars have learnt:</p> <ul style="list-style-type: none"><li>• <b>Basic budgeting</b> in Year 7</li><li>• <b>Consumer Responsibility</b> – understanding advertising, credit, and informed choices</li><li>• <b>Online Safety</b> – protecting personal information in banking and digital finance</li></ul> <p>Knowledge gained in Unit 8.6 (Finance) builds on knowledge scholars have acquired in previous units in Year 7 notably (7.4 Finance and Careers) where scholars were introduced to the concepts of needs, wants and budgeting – which are now explored in greater depth with reference bank statements, different types of credit and the importance of saving.</p>			

Scholars will revisit these themes of financial literacy in unit 10.5 (Finance and Careers) where they cryptocurrencies, identifying scams and money mules.

**Links to Statutory Guidance:**

**Citizenship (KS3):**

- Understanding personal and economic responsibilities
- Exploring systems that affect financial and consumer rights

Year 9	Subject: Personal Development	Unit title: 9.1 Health and Wellbeing: peer Influence and Gangs	Term: Autumn 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that peer pressure, both in-person and online, can influence decision-making and increase the risk of unsafe or unlawful behaviour.</li><li>Learn that criminal gangs and county lines operations exploit vulnerable people, and it is important to recognise the signs and know how to seek help.</li><li>Learn that the law protects individuals and communities from harm, and making informed, respectful choices helps keep yourself and others safe.</li></ul>	<p><b>Core vocabulary:</b> Peer influence, Malicious Communications Act, Communications Act, Criminal gang, turf wars, hidden agenda, mitigating factors, aggravating factors, sentencing, curfew, custodial sentence, community service, fine, suspended sentence, discharge, clean skins, possession, perpetrator, offence, victim, rehabilitation</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Peer influence L2: Online behaviours: Risk vs. Trust L3: Criminal gangs L4: Knife crime and joint enterprise L5: ASB L6: Offenders L7: British Values – Rule of Law: Sentencing</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Analyse how social influences like peer pressure and grooming can affect decision-making.</li><li>Evaluate how laws and systems (e.g. Communications Act, laws on drugs and knives) aim to protect people and communities.</li><li>Apply knowledge of rights, safety, and reporting methods to hypothetical and real-world scenarios.</li></ul> <p>Reflect on personal values and the consequences of risky behaviours.</p>	<p><b>Vocabulary to retrieve:</b></p> <p>Trust, risk, grooming, exploitation, county lines, critical thinking, cyberbullying, influence, bystander, respect, active bystander, boundaries, cuckooing, trap house, consequence, anti-social behaviour, community,</p>		
<p><b>Links to other units:</b></p> <p>This unit is positioned at the start of Year 9 when many scholars are increasingly exposed to peer pressure to provide them with the knowledge, understand and skills to resist this and the reasons why it is important to do so. Scholars at this age have had explored peer pressure in relation to vaping and other risky behaviour but this provides more in depth education around gangs. This topic builds on previous learning:</p>			

**From Year 7:**

- 7.1 Building Healthy Relationships: foundational skills in managing peer relationships, bullying, and consent.
- 7.5 Digital Safety: introduces cyberbullying, grooming, and online risk — critical to understanding exploitation in gangs.

**From Year 8:**

- 8.1 Choices, Consequences and Risk: explored how decisions can lead to risky behaviours and how to stay safe.
- 8.2 Identity and Relationships: identity development and influence — connects to why someone might be vulnerable to gang grooming.
- 8.4 Citizenship: promotes understanding of rule of law, community responsibility and British Values — vital for framing consequences of gang involvement.

**Forward Links:**

- 9.2 Respectful Relationships and 9.4 Intimate Relationships: further explore boundaries, trust, and safety, building on how exploitation or coercion happens in personal or gang relationships.
- 9.6 Understanding and Preventing Hate: explores antisocial behaviour and discrimination — can overlap with violence linked to gangs.

10.1 Challenging Harmful Beliefs: deepens critical awareness around narratives that glorify or normalise gang life or criminal activity.

**Links to Statutory Guidance:**

- **Respectful Relationships** (KS3–KS4): Understanding peer pressure, active bystanders, and the impact of harmful behaviours like bullying.
- **Online and Media**: Recognising risky online behaviour, protecting privacy, and using technology safely.
- **Being Safe**: Understanding grooming, coercion, and reporting unsafe situations.
- **Citizenship**: The role of the law in protecting people from crime (e.g. county lines, knife crime).
- **Health and Wellbeing**: Emotional and psychological effects of bullying, pressure, and criminal involvement.

Year 9	Subject: Personal Development	Unit title: 9.2 RSE: Respectful Relationships	Term: Autumn 2
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that healthy relationships are built on communication, trust, commitment, and mutual respect, and that there are different legal and emotional responsibilities within family and romantic relationships.</li><li>Learn that abuse in relationships, including gaslighting, coercive control, harassment and stalking, can have serious emotional and legal consequences and must always be reported.</li><li>Learn that recognising and respecting personal boundaries helps prevent harm, and that everyone has the right to feel safe in relationships and online.</li></ul>	<b>Core vocabulary:</b> commitment, marriage, emotional abuse, coercive control, harassment, stalking, civil partnership, arranged marriage, dissolution, cohabitation, gaslighting, malicious communications, Protection from Harassment Act, child custody, victim	<b>Teaching Sequence:</b>  L1: Different families L2: Commitment in relationships L3: Communication in relationships L4: Ending relationships L5: Abuse in relationships L6: Harassment and stalking L7: British Values: Respect	
	<b>Vocabulary to retrieve:</b>  consent, respect, empathy, communication, listening, boundaries		
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Develop understanding of the emotional and legal frameworks that define healthy relationships and respectful breakups.</li><li>Analyse signs of unhealthy or abusive behaviour and know how to seek help and support others.</li><li>Promote tolerance, respect, and safeguarding in all personal and online interactions, underpinned by British Values and the Equality Act.</li></ul>			
<b>Links to other units:</b>  This unit is positioned prior to scholars learning about intimate relationships later this year to ensure that they have a good understanding of how all relationships, intimate or not, should be grounded in respect. It explores more mature themes not taught in Year 7 or 8 around abuse. This building on previous learning:			
<b>From Year 7:</b>			

- 7.2 Consent and Boundaries: Introduced core ideas around personal space, rights, and communication — foundational for recognising coercive or abusive behaviour.
- 7.5 Digital Safety: Discussed online behaviour and respectful interactions, including legal boundaries — useful for understanding harassment and stalking.

**From Year 8:**

- 8.2 Identity and Relationships: Explored different identities, relationships, and expectations — helps students reflect on commitment and family dynamics.
- 8.3 British Values and Respect: Understanding of law, equality, and respect for differences — relevant when discussing civil partnerships and different family types.

**Forward Links:**

- 9.3 Intimate Relationships and Sexual Health: Builds on commitment, consent, and respectful behaviour in more intimate settings.
- 10.2 Gender and Power: Explores issues like coercive control and gender stereotypes that contribute to power imbalances in relationships.
- 10.4 Pornography and Expectations: Challenges unhealthy portrayals of relationships and links to issues like emotional abuse and respect.

**Links to Statutory Guidance:**

- Understand the characteristics of positive and healthy friendships (including online), respect for others, and boundaries.
- Learn the concepts and laws relating to consent (including in marriage), abuse, harassment, and coercive control.
- Know how to recognise unhealthy or unsafe relationships and how to seek help.
- Understand that forced marriage is a crime and differs from arranged marriage.
- Be aware of the impact of abuse and violence in relationships and how to report concerns.

Year 9	Subject: Personal Development	Unit title: 9.3 Wider World: Careers and Finance	Term: Spring 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that informed decision-making is vital to choosing the right pathways, especially when facing choices like Year 9 options or money management.</li><li>Learn that post-16 opportunities are diverse, and understanding your own strengths, interests, and career goals can help you choose the best pathway for you.</li><li>Learn that being financially informed helps avoid scams, manage money wisely, and reduce risk in everyday financial decisions.</li></ul>	<p><b>Vocabulary to consolidate:</b> informed decision, options, apprenticeship, phishing, fraud, financial safety, GCSE options, post-16, T-levels, Contract data allowance, pay-as-you-go, insurance, reliable information</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Decision making L2: Different opportunities L3: Challenging career stereotypes L4: Financial decision making L5: Financial safety L6: British Values - Tolerance</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>To help scholars think critically and reflectively about how present-day choices can impact future outcomes (e.g. GCSE options).</li><li>To encourage financial literacy and informed consumer habits in real-world contexts.</li><li>To challenge stereotypes and promote equality in career aspirations and pathways.</li></ul>	<p><b>Vocabulary to retrieve:</b> ambition, consequences, equality, stereotypes, personal information, bias</p>		
<p><b>Links to other units:</b></p> <p>This unit provides timely information about careers for scholars when they will be selecting their options, it allows them to explore the importance of informed decisions, consider their own future pathways and also provides a further opportunity for financial education building on their knowledge from Year 7 and 8.</p> <p><b>From Year 7:</b></p> <ul style="list-style-type: none"><li>7.6 Getting a Job &amp; Budgeting for a Holiday: Introduces practical money management and careers awareness, setting the foundation for budgeting and future choices.</li></ul>			

**From Year 8:**

- 8.5 My Personal Brand: Explores earnings, the value of work, and planning future careers — closely aligned with content on decision-making and career stereotypes.

**Forward Links:**

- Year 10 Unit on Personal Finance: Extends knowledge of managing pay, income tax, and financial security.
- Post-16 Careers and Next Steps Lessons: Build directly on understanding of pathways, ambitions, and financial decision-making.

**Links to Statutory Guidance:**

- Know the full range of education and training options, including apprenticeships and technical education.
- Develop essential financial skills, such as budgeting and recognising financial risk.
- Understand career development and the influence of stereotypes on career choice.
- Recognise the importance of making informed decisions to shape future success and wellbeing.
- Learn how to protect personal information and how to respond to financial scams.



Year 9	Subject: Personal Development	Unit title: 9.4 RSE: Intimate relationships	Term: Spring 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that healthy intimate relationships are built on respect, boundaries, trust, and clear communication.</li><li>Learn that consent must be freely given, ongoing, and clear — and that coercion or pressure is not consent</li><li>Learn that contraception and safe sex practices help protect physical health, and that STIs, pornography, and sexting carry risks that must be managed through informed choices and responsible behaviour.</li></ul>	<p><b>Vocabulary to consolidate:</b> contraception, STI, coercion, pornography, orgasm, ejaculation, sexual harassment, coercive control, sexual health clinic, public lice,</p>	<p><b>Teaching Sequence:</b> L1: Intimacy and respectful relationships L2: Freedom and capacity to consent L3: Sexual health L4: STIs L5: Pornography and sexting L6: British Values – Individual liberties</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Develop an understanding of how to recognise healthy and unhealthy relationship dynamics, especially in sexual relationships.</li><li>Apply knowledge of the law and personal values to make safe, respectful, and informed decisions about sex and relationships.</li><li>Critically assess sources of information (e.g. pornography, peers, media) and reflect on their impact on expectations and behaviour.</li></ul>	<p><b>Vocabulary to retrieve:</b> dopamine, consent, boundaries, grooming, respect, sexting, relationship, emotional abuse, pressure, healthy relationship, trust,</p>		
<p><b>Links to other units:</b></p> <p>At this point in Year 9, scholars have a solid understanding of respectful relationships and have started to consider consent in romantic relationships in Year 8. In Year 9, this progressed to sexual relationships in this unit which teaches them about consent in sexual relationships, safe sex and contraception as well as themes around pornography;</p>			

exploring the negative impact that can have on relationships by creating unrealistic expectations which can lead to abuse.

- **Year 8** - Abuse in Relationships & Consent – builds prior understanding of boundaries, gaslighting, and harassment.
- **Year 9** Peer Influence and Knife Crime – links through the concept of pressure, consequences, and decision-making.
- **Year 9** Online Safety and Grooming” – connects to themes of exploitation and risky behaviours online.
- **Year 7 & 8** Families and Commitment – lays foundational knowledge of relationships, family types, and roles.

#### **Links to Statutory Guidance**

##### **Relationships and Sex Education (RSE):**

- Teaching pupils the characteristics of healthy relationships and friendships.
- Importance of consent and how to recognise it.
- How to recognise and report abuse, including grooming and coercion.
- Risks associated with online behaviours including image-sharing and pornography.
- Awareness of sexually transmitted infections and how to prevent them.

##### **Health Education:**

- Knowledge of reproductive health, including fertility and contraception.
- Information on the law relating to sexual behaviour and rights.

##### **British Values:**

- Individual liberty and mutual respect in relationships.
- Understanding of laws around harassment, assault, and communication.

Year 9	Subject: Personal Development	Unit title: 9.5 Health and wellbeing: Drugs and Health	Term: Summer 1
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that addiction can develop from a range of behaviours and substances, and can seriously affect physical health, relationships, and decision-making.</li><li>Learn that drugs affect the brain and body in different ways</li><li>Learn that UK drug laws classify substances by harm, and that being caught in possession or supplying drugs can have serious, life-altering outcomes.</li></ul>	<b>Core vocabulary:</b> addiction, possession, supply, solvent abuse, party drugs, Hallucinations, Disassociation, Psychedelics, Skunk, controlled substance, classification, paranoia, unregulated, substance abuse, solvent abuse dopamine, recreational use, psychosis	<b>Teaching Sequence:</b>  L1: Causes of addiction L2: Effects of drugs L3: Drugs and the law L4: Cannabis L5: Party drugs L6: British Values – Rule of Law	
	<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Understand the social, physical, emotional, and legal risks of drug misuse.</li><li>Examine the reasons why people may experiment with drugs, including peer pressure and escapism.</li><li>Distinguish between safe and unsafe behaviours and identify healthy coping strategies.</li><li>Learn the law around possession, supply, and the classification of substances.</li><li>Evaluate how substance misuse can affect future goals, mental health, and personal safety.</li></ul>		
<b>Links to other units:</b> Year 9 provides scholars with a further opportunity to access drugs education, looking at other substances not yet taught and also revisiting more accessible drugs such as cannabis, vapes and spice. This links to previous learning including:			

- **Year 8 Legal and Illegal Drugs** – provides the foundation for understanding substances and safe medication use.
- **Year 9 Offenders and the Law** – reinforces the impact of criminal records and consequences of being involved in illegal activity.
- **Year 9 Respectful Relationships and Health** – links through choices, boundaries, decision-making, and pressure.
- **Year 9 Knife Crime and Peer Influence** – develops understanding of risky behaviours and external pressures.

**Links to the national curriculum:**

**Health Education:**

- Understanding the facts about legal and illegal substances and associated risks, including the link between drug misuse and mental health issues.
- The personal and social risks of drug and alcohol use, including the effects on mental health, relationships, and academic performance.

**Citizenship and British Values:**

- Understanding rules and laws regarding controlled substances, and the consequences of breaking them.
- Emphasising personal responsibility and informed decision-making in relation to harmful behaviours.

**Safeguarding and Personal Safety:**

- Awareness of peer pressure and strategies for saying no.

Developing critical thinking and refusal skills to avoid risky or criminal behaviour.

Year 9	Subject: Personal Development	Unit title: 9.6 Citizenship: Understanding and preventing hate	Term: Summer 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li><b>Learn that</b> the UK is a diverse society and this diversity should be respected</li></ul> <p><b>Learn that</b> there is a difference between reporting and snitching; speaking up about hate or harm is an important way to uphold respect, safety, and equality.</p> <ul style="list-style-type: none"><li><b>Learn that</b> small acts of prejudice (like jokes or stereotypes) can lead to serious harm if left unchallenged — and British Values provide a framework to tackle hate at all levels.</li></ul>	<p><b>Core vocabulary:</b> Diversity, prejudice, hate crime, snitching, sexual harassment, misogyny, Islamophobia, microaggression, pyramid of hate</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Diversity in the UK</p> <p>L2: Recognising hate crime and prejudice</p> <p>L3: Snitching vs. Reporting</p> <p>L4: Sexual harassment and misogyny</p> <p>L5: Islamophobia</p> <p>L6: Homophobia</p> <p>L7: British Values – The pyramid of hate</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Understand the value of diversity in society and why inclusion matters.</li><li>Identify what hate crimes, prejudice, and discrimination look like in different contexts (e.g. racism, Islamophobia, homophobia, sexism).</li><li>Recognise the difference between harmful behaviour and harmless banter</li><li>Explore how British Values like tolerance, mutual respect, and the rule of law help us respond to prejudice and prevent escalation.</li><li>Develop confidence to report inappropriate or harmful behaviour</li></ul>	<p><b>Vocabulary to retrieve:</b></p> <p>Reporting, racism, British Values, discrimination, consent, tolerance, equality, homophobia, protected characteristic, bystander</p>		
<p><b>Links to other units:</b></p> <p>This unit provides the opportunity to revisit themes around equality and diversity; tackling some key safeguarding issues such as sexual harassment, homophobia etc. This links to previous units including:</p>			

- **Year 8 Tolerance and Identity** – scholars explored how beliefs and differences shape who we are and why mutual respect is important.
- **Year 9 Sexual Harassment and Reporting** – reinforces the importance of recognising harm and knowing how to report it.
- **Year 9 Criminal Choices** – develops knowledge about the legal implications of hate crimes and discriminatory behaviour.
- **Year 9 Respectful Relationships** – links through ideas of equality, respect, boundaries, and the impact of harmful behaviours on others.

#### **Links to Statutory Guidance:**

#### **Citizenship and British Values:**

- Explore the meaning of democracy, liberty, rule of law, tolerance, and respect in practice.
- Understand protected characteristics and the importance of challenging prejudice in all forms.

#### **RSHE and Safeguarding:**

- Recognise the characteristics of positive and respectful relationships.
- Understand how to identify and respond to discrimination, harassment, and bullying (including online).

#### **Prevent Duty and SMSC:**

- Learn how to spot early signs of extremist views or hate.
- Encourage critical thinking, empathy, and the promotion of inclusion in schools and society.

Year 10	Subject: Personal Development		Unit title: 10.1 Challenging harmful beliefs	Term: Autumn 1
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that extremism involves holding views that go far beyond what most people consider acceptable, and can lead to discrimination, hate, or violence.</li><li>Learn that radicalisation is a process where someone adopts extreme views, often through manipulation, isolation, or exposure to extremist content online or in person.</li><li>Learn that individuals and communities can challenge extremism by promoting respect, diversity, and British values, and by reporting concerns to trusted adults or authorities.</li></ul>		<b>Core vocabulary:</b> Extremism, radicalisation, terrorism, hate, violence, free speech, recruit, hate speech, manipulation, protected characteristics, radicalisation, grooming, isolation, far right extremism	<b>Teaching Sequence:</b>  L1: What is extremism? L2: How do people become radicalised? L3: How can we challenge extremism? British Values: Democracy	
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Identify and analyse the difference between free speech and hate speech, recognising when opinions cross into harmful or illegal territory.</li><li>Apply critical thinking to real or hypothetical scenarios, showing how to challenge extremist narratives safely and responsibly.</li></ul>		<b>Vocabulary to retrieve:</b> British values tolerance, reporting		
<b>Links to other units:</b>  This unit is positioned at the start of Year 10 to provide an opportunity to explore extremist attitudes early in the year, building on work completed at the end of Year 9. This builds on material from:  In Year 7, this topic builds on Building Healthy Relationships (7.1), where scholars learned about respect, tolerance, and managing conflict — key foundations for understanding why extremist ideas that promote hate or violence are unacceptable. It also connects to Identity and Equality (7.4), where students explored prejudice, discrimination, and stereotypes, helping them recognise how extremist views can exploit bias and difference to spread hate. In Digital Safety (7.5), scholars examined biased and misleading information online and safer online gaming, which directly supports understanding how radicalisation and extremist grooming can occur online. Finally, Finance and Careers: Critical Consumerism (7.6) developed their ability to question and evaluate information — a vital skill for challenging extremist misinformation.				

In Year 8, this topic builds on Choices, Consequences and Risk (8.1), which introduced risk-taking and influence, helping scholars understand why some young people might be vulnerable to extremist manipulation. Relationship Values and Respect (8.2) reinforced respect for others' beliefs and boundaries, supporting tolerance as a key British value. The Law and British Values (8.4) developed understanding of how laws are made and the difference between criminal and civil law, providing a foundation for recognising why hate speech, terrorism, and extremist content are illegal. Personal Brand and Online Presentation (8.5) built digital awareness and critical evaluation of online behaviour — crucial for identifying extremist recruitment and radicalising content.

In Year 9, this topic links to Peer Influence and Gangs (9.1), which examined how pressure, manipulation, and belonging can shape behaviour — key parallels with how individuals can be drawn into extremism. It also connects to Intimate Relationships (9.4), where scholars explored respect, consent, and power dynamics, helping them see how control and manipulation are used by extremist groups. Understanding and Preventing Hate (9.6) then brings these ideas together, reinforcing how British values, the law, and online safety can help students recognise, challenge, and report extremist or radicalising behaviour.

At Key Stage 4, the Challenging Harmful Beliefs unit in Year 10 builds on this prior knowledge by deepening scholars' understanding of extremism, radicalisation, and British Values such as democracy, tolerance, and the rule of law. It directly supports later units on Citizenship, where they explore rights, responsibilities, and the legal system, and on Relationships, where they examine manipulation, coercion, and respect in greater depth.

#### Links to Statutory Guidance:

##### RSE (Relationships and Sex Education):

- *Respectful Relationships* – understanding the importance of tolerance and respect for others' beliefs, and how prejudice and discrimination can harm individuals and society.
- *Online and Media* – recognising how online behaviour, including extremist content or manipulation, can influence thinking and relationships.

##### Prevent Duty:

- Developing students' ability to recognise **signs of radicalisation, resist extremist influence, and understand how to report concerns** in order to safeguard themselves and others.
- Promoting **critical thinking and resilience** to protect against extremist narratives.

##### Citizenship (National Curriculum):

- Understanding **diverse identities in the UK** and the importance of **mutual respect, tolerance, and the rule of law**.
- Exploring how **laws protect people from hate speech, terrorism, and discrimination**, and how citizens can participate in **upholding British values and community safety**.



Year 10	Subject: Personal Development	Unit title: 10.2 Healthy lifestyles	Term: Autumn 2
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that a balanced diet — rich in nutrients, vitamins, and slow-release energy — helps the brain and body perform at their best, while ultra-processed foods and energy drinks can negatively affect focus and wellbeing.</li><li>Learn that sleep is essential for concentration, memory, and emotional regulation; teenagers’ body clocks naturally shift, and poor routines, caffeine, and screens can disrupt healthy sleep.</li><li>Learn that stress is a normal response to pressure, but recognising triggers and developing positive coping strategies — such as talking, exercising, and taking screen breaks — supports good mental health</li></ul>	<p><b>Core vocabulary:</b></p> <p>Processed food, ultra-processed food, vitamins, informed choice, Cicardian rhythm, melotonin, racing thoughts, trigger, mental health, flight-fight-freeze</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Fuelling your body and brain L2: Healthy sleep routines L3: Looking after your mental health British Values: Tolerance</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Analyse lifestyle choices (diet, sleep, and stress management) and their impact on mental and physical wellbeing.</li><li>Evaluate strategies for improving personal health and performance, making informed decisions using evidence (e.g. food labels, balanced routines, coping mechanisms).</li></ul>	<p><b>Vocabulary to retrieve:</b> coping strategies, balanced diet, Pre-frontal cortex, stress, anxiety, adrenaline, cortisol</p>		
<p><b>Links to other units:</b></p> <p>In this unit, scholars revisit work on healthy lifestyles, with a greater focus on mental health and how their lifestyle can help to fuel effective study and wellbeing throughout their GCSEs. This also links to previous units:</p>			

In Year 7, this topic builds on Puberty (7.3), where students learned how physical and emotional changes affect sleep, diet, and stress. It also connects to Identity and Equality (7.4), which explored confidence and self-awareness in making healthy lifestyle choices, and to Digital Safety (7.5), reinforcing the importance of managing screen time and maintaining online balance to support good mental health and sleep.

In Year 8, it develops understanding from Mental and Emotional Health (8.3), extending learning about stress, anxiety, and coping mechanisms. It also links to Digital Resilience (8.4), which focuses on managing online pressure to reduce stress, and Body Image (8.5), where students considered the relationship between diet, self-esteem, and wellbeing.

In Year 9, this topic connects directly to Health and Wellbeing: Drugs and Health (9.5), exploring how substances such as caffeine and energy drinks affect sleep and mood regulation. It also builds on Careers and Finance: Decision Making (9.3), supporting students to make informed lifestyle choices through critical thinking and reflection on long-term consequences.

At Key Stage 4, these lessons build on prior wellbeing themes and prepare students for Relationships (Spring 2), where emotional regulation and stress management support healthy relationships, and Careers and Finance (Summer 1), where resilience and self-management are emphasised as essential life skills.

#### **Links to the Statutory Guidance:**

##### **RSE / Health Education (DfE 2025)**

- Physical health and fitness – importance of regular exercise, balanced diet, and rest.
- Healthy eating – how to make informed choices about diet using nutritional information.
- Mental wellbeing – how to recognise and manage stress, and the benefits of sufficient sleep and relaxation.
- Internet safety and harms – effects of excessive screen time on sleep and wellbeing.

##### **Citizenship**

- Understanding the importance of individual responsibility for personal and community health.
- Making informed choices based on evidence and information (e.g. reading food labels, understanding laws around advertising and health).

Year 10	Subject: Personal Development	Unit title: 10.3 Citizenship	Term: Spring 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that rights are the freedoms and protections that everyone is entitled to, such as education, safety, and free speech, while responsibilities are the duties we have to respect others’ rights and follow rules.</li><li>Learnt that the UK justice system includes magistrates and juries who ensure fair trials, and serving on a jury is part of a citizen’s civic duty to uphold justice and democracy.</li><li>Learn that the law protects young people and holds them accountable for their actions from the age of 10, with the youth justice system focusing on education, fairness, and rehabilitation rather than punishment.</li></ul>	<p><b>Core vocabulary:</b> Right, duty, moral right, Magistrate, jury, defendant, verdict, civic responsibility, duty, Youth justice system, criminal responsibility, community service, caution, referral order, anti-social behaviour</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Rights and responsibilities L2: Magistrates and jury service L3: Young people and the law British Values: Rule of Law</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Evaluate how rights, responsibilities, and legal duties work together to maintain fairness and uphold British Values such as rule of law, mutual respect, and individual liberty.</li><li>Apply knowledge of the legal system to real-life scenarios, showing an understanding of accountability, consequences, and civic participation (e.g. jury service or community contribution).</li></ul>	<p><b>Vocabulary to retrieve:</b> British Values, Rule of law, responsibility</p>		
<p><b>Links to other units:</b></p> <p>This unit is sequenced here, providing scholars with another opportunity to explore citizenship at a greater depth than in Year 9 – looking specifically at rights/responsibilities as citizens having gained a grounded of democratic rights in Year 8, this looks at moral as well as legal rights. This links to previous work:</p> <p>In Year 7, this topic builds on Building Healthy Relationships (7.1), where scholars explored respect, tolerance, and managing conflict — all key to understanding how rights and responsibilities protect individuals and communities. It also connects to British Values: Rule of Law (7.7), which introduced why laws exist and how following them ensures fairness and safety for everyone. Identity and Equality (7.4) supports this learning by helping students recognise how respecting others’ rights promotes equality and inclusion, while Digital Safety (7.5) reinforces the idea of responsible online behaviour as part of good citizenship.</p> <p>In Year 8, this learning develops further through The Law and British Values (8.4), where scholars examined how laws are made, the difference between criminal and civil law, and the principles of democracy. It also links to Choices, Consequences and Risk (8.1), which explored decision-making and accountability — important foundations for understanding legal responsibility. Rule of Law:</p>			

Criminal and Civil Law (8.5) deepens this connection by showing how laws apply in everyday life and why they exist to protect rights and ensure justice.

In Year 9, this topic builds on Peer Influence and Gangs (9.1) and Knife Crime and Joint Enterprise (9.4), where scholars learned how breaking the law can have serious consequences and how legal systems protect communities. It also connects to ASB (9.5), which focused on understanding the impact of anti-social behaviour and the importance of positive civic responsibility. These links help students appreciate the role of the justice system, including magistrates and juries, and the responsibilities individuals hold in upholding fairness and the rule of law.

At Key Stage 4, the Citizenship unit on Rights and Responsibilities in Year 10 builds on these foundations by exploring the legal duties citizens have, such as paying taxes, jury service, and obeying the law, alongside moral responsibilities like kindness and respect. This knowledge connects to Challenging Harmful Beliefs (10.1), where students learn how laws and British Values protect against hate and extremism, and to Families and Responsibilities (10.6), where they consider how personal duties and moral rights shape relationships and community life.

#### **Links to the Statutory Guidance:**

##### **Citizenship (National Curriculum)**

- Understand the rights and responsibilities of citizens, including the importance of laws, justice, and democracy.
- Learn about the role of magistrates, juries, and the legal system in upholding fairness and protecting individual rights.
- Recognise how citizens can contribute to society, including through volunteering, community participation, and civic duties.

##### **RSE / Health Education (DfE 2016)**

- *Respectful Relationships* – understanding that all relationships should be underpinned by respect, equality, and fairness, reflecting individual rights and responsibilities.
- *Online and Media* – knowing that the law applies online and that individuals are responsible for their actions, words, and digital conduct.
- *The Law and Safeguarding* – understanding that there are consequences for unlawful behaviour, and the law protects young people from harm.

Year 10	Subject: Personal Development	Unit title: 10.4 Healthy Relationships	Term: Spring 2
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that the legal age of consent in the UK is 16, and consent must be freely given, informed, and ongoing — it can be withdrawn at any time, and healthy relationships rely on mutual respect, trust, and communication.</li><li>Learn that pornography often presents unrealistic and harmful portrayals of sex and relationships; sharing or viewing illegal content (including under-18s, deepfakes, or revenge pornography) is against the law and breaches consent.</li><li>Learn that abuse can occur in any type of relationship and may be emotional, physical, sexual, or financial; recognising signs of coercion or control and knowing how to seek help are vital for personal safety and wellbeing.</li></ul>		<b>Core vocabulary:</b> Consent, age of consent, abstinence, boundaries, respect, pornography, revenge pornography, deepfakes, consent, unrealistic expectations, abuse, coercion,	<b>Teaching Sequence:</b> L1: Intimacy and consent L2: Impact of pornography L3: Coercion, stalking and harassment L4: Sextortion British Values: Individual Liberties
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Evaluate how respect, communication, and consent contribute to healthy and equal relationships.</li><li>Apply understanding of UK laws and moral responsibility to identify unsafe, coercive, or illegal behaviours and know appropriate steps for reporting or seeking support.</li></ul>		<b>Vocabulary to retrieve:</b> pressure, consent	
<b>Links to other units:</b> <p>This unit revisits work on intimate relationships, exploring more mature themes than previously. It links to previous work in:</p> <p>In Year 7, this topic builds on Building Healthy Relationships (7.1), where scholars learned about respect, tolerance, and managing conflict — the foundations for understanding healthy communication and boundaries. It also connects to Consent (7.6), where students were first introduced to the importance of choice and mutual respect in all interactions, and to British Values: Respect (7.7), reinforcing the principle that all individuals deserve dignity and equality.</p> <p>In Year 8, it develops learning from Relationship Values and Respect (8.2), where scholars explored the qualities of positive relationships and mutual trust. It also links to Consent and Avoiding Assumptions (8.6), building deeper understanding of clear, ongoing consent, and to Body Image (8.5) and Digital Resilience (8.4), which address how online influences and unrealistic expectations can affect perceptions of relationships and consent.</p>			

In Year 9, this topic connects to Respectful Relationships (9.2) and Intimate Relationships (9.4), where scholars examined power dynamics, healthy intimacy, and personal boundaries. It also relates to Safer Online Relationships (9.5), which addressed issues such as sexting and image sharing, reinforcing legal and emotional boundaries in digital spaces.

At Key Stage 4, the Relationships (10.4) unit builds on this knowledge by examining coercion, harassment, sextortion, and respect, ensuring students can recognise and respond to harmful or illegal behaviour. It also links to Families and Responsibilities (10.6), where discussions of respect, care, and moral duty continue in the context of family and adult relationships.

**Links to Statutory Guidance:**

**RSE / Health Education (DfE 2025)**

- Respectful Relationships – the importance of equality, respect, and consent in relationships.
- Being Safe – knowing how to recognise coercion, control, exploitation, and abuse, and how to access support.
- Intimate and Sexual Relationships, Including Sexual Health – understanding the legal age of consent, sexual rights and responsibilities, and that sharing sexual images without consent is illegal.
- Internet Safety and Harms – recognising the risks of pornography, online coercion, and image-based abuse, including deepfakes and non-consensual sharing.

**Citizenship**

- Understanding individual rights and responsibilities under the law, particularly those protecting individuals from abuse and exploitation.
- Exploring how laws protect people from harm, uphold fairness, and promote mutual respect.
- Promoting responsible participation in society through awareness of consent and personal safety.

Year 10	Subject: Personal Development	Unit title: 10.5 Careers and Finance	Term: Summer 1
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that after Year 11, there are multiple Post-16 pathways — including A-levels, T Levels, apprenticeships, and vocational courses — and making the right choice depends on understanding personal strengths, interests, and career goals.</li><li>Learn that a strong personal statement should clearly demonstrate a student’s skills, qualities, achievements, and ambitions, showing enthusiasm and suitability for the chosen course or role.</li><li>Learn that interviews are an opportunity to present yourself confidently and professionally; success relies on preparation, research, communication, and positive body language.</li></ul>	<p><b>Core vocabulary:</b> Pathway, apprenticeship, A-levels, vocational course, university Personal statement, application, skills, qualities, ambitions Interview, preparation, body language, confidence, professionalism</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Planning your future pathway L2: Applying for a job L3: Interview techniques British Values: Respect</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Evaluate and compare different post-16 options to make informed, realistic choices aligned with their goals and qualifications.</li><li>Apply self-presentation and communication skills by writing a personal statement and practising interview responses that reflect confidence, clarity, and professionalism.</li></ul>	<p><b>Vocabulary to retrieve:</b> Communication, respect</p>		
<p><b>Links to other units:</b></p> <p>This content is taught in the summer term of Year 10 to prepare scholars for the critical decisions and application processes they will face early in Year 11. Introducing Post-16 pathways at this stage allows students to explore A-levels, T Levels, apprenticeships, and vocational options before open evenings and taster sessions begin in the autumn term. Teaching this now ensures scholars have time over the summer to research courses, reflect on their strengths and interests, and begin identifying realistic future goals. Learning how to write a personal statement and prepare for interviews in Year 10 also builds confidence and readiness, meaning scholars can approach the next academic year with a clear understanding of what colleges and employers are looking for. Delivering this content before Year 11 ensures that students enter their final school year focused, informed, and equipped to make successful applications without last-minute pressure, supporting a smooth transition into post-16 education or training.</p> <p>In <b>Year 7</b>, this topic connects to <i>Finance and Careers (7.6)</i>, where scholars explored spending decisions, budgeting, and what makes a good employee — early building blocks for understanding work and responsibility.</p>			

In **Year 8**, it builds on *Careers and Finance (8.6)*, where students learned practical skills such as opening a bank account, reading statements, and understanding personal branding — all key for presenting themselves professionally.

In **Year 9**, it develops learning from *Careers and Finance (9.3)*, which introduced decision-making, financial safety, and career stereotypes. It also links to *Diversity in the UK (9.6)*, reinforcing equality and inclusivity in education and employment opportunities.

At **Key Stage 4**, this lesson supports *Careers and Finance (10.5)*, deepening understanding of pathways, applications, and employability skills. It also links to *Families and Responsibilities (10.6)*, where students consider future responsibilities and the balance between work, wellbeing, and personal life.

#### Links to Statutory Guidance:

##### Careers Education (Gatsby Benchmarks & DfE Careers Guidance)

- **Benchmark 1:** A stable careers programme – supports informed decisions about post-16 education, training, and employment.
- **Benchmark 3:** Addresses the needs of each student – focuses on individual strengths, interests, and career goals.
- **Benchmark 4:** Linking curriculum learning to careers – demonstrates how personal and academic skills connect to pathways and opportunities.
- **Benchmark 7:** Encounters with further and higher education – prepares students for college applications, open events, and interviews.

##### RSE / PSHE (DfE Statutory Guidance)

- *The Wider World* – understanding how to make informed choices about the next stage of education or employment.
- *Respectful Relationships and Confidence* – developing communication, self-awareness, and resilience in formal and professional settings.

##### Citizenship

- Builds awareness of **individual rights and responsibilities** in preparing for life beyond school, including participation in the workforce and contribution to society.
- Encourages **active citizenship** through responsible decision-making, ambition, and goal-setting.



Year 10	Subject: Personal Development	Unit title: Families & Responsibilities	Term: Summer 2
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that parenting involves meeting a child’s physical, emotional, social, and developmental needs, and new parents may face challenges such as stress, financial pressure, and changes to relationships.</li><li>Learn that honour-based violence (HBV) or honour-based abuse (HBA) is a serious crime involving harm or threats used to protect perceived family or community “honour”; it is illegal in the UK, and victims have the right to protection and support.</li><li>Learn that pregnancy can bring emotional and financial challenges, and young parents should understand their rights, available support, and the long-term responsibilities of raising a child.</li></ul>		<b>Vocabulary to consolidate:</b> Parenting, Honour-based violence (HBV), Honour-based abuse (HBA) Young parent	<b>Teaching Sequence:</b>  L1: Family conflict L2: Honour based violence L3: Young people and parenting British Values: Individual Liberties
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Evaluate the responsibilities and pressures involved in parenting and family life, including how respectful communication and support can reduce conflict.</li><li>Apply understanding of the law and moral responsibility to identify and respond to situations involving honour-based violence or teenage pregnancy, knowing where and how to seek help.</li></ul>		<b>Vocabulary to retrieve:</b> Responsibility, pregnancy	
<b>Links to other units:</b>  This content is taught in Year 10 because it builds on scholar’s growing understanding of relationships, respect, and personal responsibility at a stage where many are beginning to explore maturity, independence, and identity. Introducing parenting and family responsibilities now helps scholars appreciate the emotional, social, and financial demands of raising a child before they reach the legal age of consent, encouraging informed and responsible choices about relationships and future planning. Addressing honour-based violence and abuse at this point ensures that scholars can recognise and challenge harmful cultural or social pressures, understand the law, and know how to access support if they or others are at risk. This learning also supports safeguarding by			

strengthening students' awareness of coercion, control, and abuse before they move into post-16 education or employment, where they may encounter more independence and diverse social settings.

In Year 7, this topic connects to Families and Relationships (7.1) and Consent (7.6), where scholars explored respect, boundaries, and the foundations of caring relationships. It also links to British Values: Respect (7.7), reinforcing dignity, equality, and individual liberty within family and cultural contexts.

In Year 8, it builds on Relationship Values and Respect (8.2) and Sexual Orientation (8.5), which encouraged understanding of different relationship types and equality under the law. It also connects to Consent and Avoiding Assumptions (8.6), reinforcing the importance of free choice and respect in all relationships.

In Year 9, this topic develops learning from Respectful Relationships (9.2) and Intimate Relationships (9.4), where scholars examined consent, power dynamics, and healthy communication. It also links to Sexual Harassment and Misogyny (9.5) and Understanding and Preventing Hate (9.6), both of which address gender-based violence and discrimination.

At Key Stage 4, this lesson builds on Relationships (10.4), where scholars explore coercion, harassment, and sextortion, extending understanding to family and cultural contexts. It also connects to Careers and Finance (10.5), where discussions of financial responsibility and future planning reinforce awareness of the long-term implications of parenting and life choices.

#### **Links to Statutory Guidance:**

##### **RSE / Health Education (DfE 2019)**

- Families – students should understand that there are different types of stable, committed relationships that contribute to family life and raising children.
- Respectful Relationships – the importance of equality, respect, and non-violence in all relationships, including within families.
- Being Safe – recognising coercive control, abuse, and harmful practices such as honour-based violence and forced marriage, and knowing how to access support.
- Intimate and Sexual Relationships, Including Sexual Health – understanding choices around sex, contraception, and the implications of early pregnancy and parenting.

##### **Citizenship**

- Develops understanding of rights, responsibilities, and the rule of law, particularly in protecting individuals from abuse and ensuring children's welfare.
- Promotes active citizenship through awareness of legal protections and available support for victims of violence or exploitation.

Year 11	Subject: Personal Development	Unit title: 11.1 Being Independent	Term: Autumn
<b>Knowledge (Learn that):</b> <ul style="list-style-type: none"><li>Learn that Post-16 pathways (A-levels, T Levels, BTECs, apprenticeships/traineeships, or work with part-time study) require matching strengths, interests, grades, and entry requirements, and applications may be via platforms such as My Choice 16 / Sheffield Progress or direct to providers.</li><li>Learn that to secure a place on a course or career this will require a strong application; including a tailored personal statement and confident interview skills</li><li>Learn that effective study habits (chunking, Leitner/spaced repetition, Pomodoro) and transition planning (revision timetables, balancing wellbeing) improve outcomes for GCSEs and smooth progression into Post-16.</li></ul>		<b>Core vocabulary:</b> chunking, Leitner system, forgetting curve, spaced repetition, cramming, organisation, revision timetable, balance, time management, prioritise, Gross pay, Net pay, tax, national Insurance, Payslip Budget, income, expenses, saving, debt, Part-time, Full-time, Zero-hours contract, experience, personal profile, references	<b>Teaching Sequence:</b>  L1: Post 16 Options L2: Effective Study Skills L3: Organisation in Year 11 L4: Take home pay L5: Budgeting L6: Different types of employment at 16
<b>Disciplinary aims:</b> <ul style="list-style-type: none"><li>Evaluate post-16 pathways and employment options, making informed decisions based on personal strengths, goals, and circumstances.</li><li>Apply practical skills in organisation, time management, and budgeting to manage academic and personal responsibilities effectively.</li></ul>		<b>Vocabulary to retrieve:</b> A-levels, apprenticeship, skills	
<b>Links to other units:</b>  This content is delivered in Year 11 because it directly supports students during a critical transition period. At this stage, scholars are making Post-16 applications, attending open events, and preparing for interviews or assessments, so the lessons provide immediate, practical support for these next steps. The focus on study skills also helps improve performance in mock and final GCSE exams, reduces stress, and builds productive routines that will benefit students in college, sixth form, or apprenticeships. Teaching this now also reinforces the statutory requirement to remain in education or training until age 18, helping scholars understand how each pathway meets this obligation and preventing rushed or uninformed choices. Finally, many colleges and employers expect a			

CV, personal statement, and interview preparation, so delivering this content in Year 11 ensures every scholar is equipped with a complete toolkit ahead of application deadlines.

In **Year 7**, this topic connects to *Finance and Careers (7.6)*, where scholars were introduced to spending decisions, budgeting, and employment basics — key foundations for financial responsibility and independence.

In **Year 8**, it builds on *Careers and Finance (8.6)*, where students learned about bank accounts, saving, debit and credit, and the importance of personal presentation and responsibility in professional life.

In **Year 9**, it develops learning from *Careers and Finance (9.3)*, which explored decision-making, financial safety, and challenging career stereotypes, as well as *Financial Decision Making (9.4)*, where scholars examined risk and responsibility in managing money.

At **Key Stage 4**, this lesson builds on *Careers and Finance (10.5)*, where students apply their knowledge to real-world contexts — creating CVs, preparing for interviews, and planning future pathways. It also connects to *Families and Responsibilities (10.6)*, reinforcing how financial independence and planning contribute to future stability and wellbeing. It is also timed to support their transition post 16, having acquired knowledge about future careers since Year 7.

#### **Links to Statutory Guidance:**

##### **Careers Education (Gatsby Benchmarks & DfE Careers Guidance)**

- **Benchmark 1:** A stable careers programme – ensures all students receive structured support to make informed post-16 decisions.
- **Benchmark 2:** Learning from career and labour market information – develops understanding of pathways, qualifications, and employment types.
- **Benchmark 3:** Addressing the needs of each student – supports personalised decision-making and goal setting.
- **Benchmark 4:** Linking curriculum learning to careers – connects academic progress, revision habits, and employability skills.
- **Benchmark 7:** Encounters with further and higher education – prepares students to engage confidently with post-16 providers.

##### **RSE / Health Education (DfE 2019)**

- *The Wider World* – developing independence, resilience, and informed decision-making in education, work, and finances.
- *Mental Wellbeing* – recognising the importance of balance, organisation, and stress management in maintaining health and motivation.
- *Internet Safety and Harms* – understanding professional digital conduct and how to present yourself online when applying for jobs or courses.

##### **Citizenship**

- Promotes understanding of rights and responsibilities in employment, including tax, contracts, and fair working conditions.
- Encourages financial literacy and planning as essential aspects of responsible citizenship and independence.

Year 11	Subject: Personal Development	Unit title: 11.2 Being Healthy	Term: Spring
<p><b>Knowledge (Learn that):</b></p> <ul style="list-style-type: none"><li>Learn that sexually transmitted infections (STIs) can be prevented through safer sex practices, regular testing, and open communication, and early detection is key to protecting health and preventing complications.</li><li>Learn that physical health awareness — including cancer symptoms, self-examination, and understanding organ and blood donation — promotes early help-seeking and contributes to community wellbeing.</li><li>Learn that as they move into adulthood, young people must understand how to access health services, maintain healthy habits, and take increasing responsibility for their own physical and mental wellbeing.</li></ul>	<p><b>Vocabulary to consolidate:</b> Vocabulary that children are to know and understand.</p>	<p><b>Teaching Sequence:</b></p> <p>L1: Understanding STIs L2: Protecting against STIs L3: Cancer awareness and self-examination L4: Organ and blood donation L5: Accessing adult health services L6: Healthy habits for independent living</p>	
<p><b>Disciplinary aims:</b></p> <ul style="list-style-type: none"><li>Evaluate personal choices and behaviours that affect health outcomes, including sexual health, screening, and lifestyle habits.</li><li>Apply decision-making and self-management skills to identify reliable health information, seek appropriate support, and act responsibly when managing their own health needs.</li></ul>	<p><b>Vocabulary to retrieve:</b></p>		
<p><b>Links to other units:</b></p> <p>This unit is delivered in Year 11 to equip students with the knowledge, confidence, and independence needed as they transition into adulthood. At this point, many are preparing to leave school, begin work, or enter new environments where they must manage their own health choices and access services independently. Teaching STI prevention, cancer awareness, and health self-management now ensures students leave secondary education with the practical understanding and confidence to make responsible, informed decisions about their physical and sexual wellbeing.</p> <p>This unit builds directly on learning from previous years by deepening students’ understanding of health, relationships, and personal responsibility as they approach adulthood. In Year 9, students studied <i>Intimate and Respectful Relationships (9.4)</i> and <i>Sexual Health (9.4)</i>, where they learned about consent, contraception, and the emotional aspects of relationships — providing the foundation for understanding how STIs are transmitted, prevented, and treated. In Year 10, the <i>Relationships (10.4)</i> unit revisited coercion, harassment, and sextortion, helping students recognise unsafe situations and the importance of consent and communication, which links closely to sexual health decision-making.</p>			

The *Healthy Lifestyles (10.2)* unit also introduced the idea of taking responsibility for long-term health, supporting this Year 11 focus on cancer awareness, healthy habits, and preventative behaviours. Earlier work in *Families and Responsibilities (10.6)* further explored themes of care, responsibility, and respect for others' wellbeing, which connect to organ and blood donation and broader community health. This final unit consolidates prior knowledge from across Key Stages 3 and 4, preparing students to transition into adulthood with the confidence to manage their own health, access medical support, and contribute positively to their communities.

**Links to Statutory Guidance:**

RSE / Health Education (DfE 2025)

- *Intimate and Sexual Relationships, Including Sexual Health* – teaching about STIs, contraception, prevention, and where to access treatment and advice.
- *Physical Health and Fitness* – understanding how lifestyle choices, such as diet, exercise, and avoiding substances, affect long-term health.
- *Health and Prevention* – the importance of regular self-examination, screening, and vaccination to prevent illness.
- *Changing Adolescent Body* – understanding the changes associated with adulthood and how to take responsibility for personal health.
- *Basic First Aid & Organ Donation* – awareness of health responsibilities and community contribution through donation.