



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

September 2026-2027

PSHCE Curriculum

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Curriculum Intent



Our PSHCE curriculum aims to provide all students with access to well-sequenced, high-quality lessons which are tailored to meet the needs of our diverse community.

The PSHCE curriculum focuses on four key strands:

- **Health and Wellbeing**
- **Sex and relationships**
- **Wider World including CEIAG (Careers Education, Information, Advice and Guidance)**
- **Citizenship.**

These themes are knowledge rich, engaging and afford students the opportunity to debate in a safe environment, with clear ground rules promoting respect and compassion.

Our intent is to allow students to reflect on and clarify their own values and attitudes as well as explore complex and sometimes conflicting values and attitudes they might encounter now and in the future.

We support our students in making effective transitions, informed decisions and career choices and in achieving economic wellbeing. In addition, we seek to ensure all students have the knowledge, skills and attributes to keep themselves healthy, safe and prepared for life and work as a citizen in modern Britain.

In essence, our PSHCE curriculum aims to empower our students with the ability to make good choices, report concerns with confidence and lead happy, successful lives.

Curriculum Implementation

- PSHCE (Personal, Social, Health, Citizenship and Economic education) is taught within the umbrella of Personal Development and compliments the wider programme of assemblies, tutor group activities, enrichment opportunities, character education and drop-down events.
- All Astrea schools prioritise PSHCE and ensure there is parity with other academic subjects by providing dedicated timetabled lessons to allow sufficient time for discussion and reflection.
 - At KS3, all students have one 100 minute lesson of PSHCE every fortnight
 - At KS4, all students have one 50 minute lesson of PSHCE every week
 - At KS5, all students have one 50 minute lesson of PSHCE every week
- PSHCE lessons are delivered using booklets which are regularly reviewed to ensure they are age-appropriate and responsive to emerging trends in school, locally and nationally.
- Student knowledge and understanding is regularly assessed and used to inform future planning. Student views are also sought to ensure the PSHCE curriculum reflects their needs and is responsive to challenges they might face.



British Values

- All schools have a duty to promote the fundamental British values of:
 - Democracy
 - The rule of law
 - Tolerance
 - Mutual Respect
 - Individual liberties
- Students are taught about these values as part of the wider Personal Development programme in assemblies, tutor group and morning welcome.
- British values are embedded into our PSHCE curriculum in a variety of ways for example; students are taught about respect and tolerance through relationships and sex education. In Citizenship lessons, students are taught about Parliament, the importance of voting and elections and the legal system in the UK. Students are also taught about discrimination and how everyone should be treated with respect regardless of their background and characteristics.

BRITISH VALUES

We support a positive outlook towards school and the wider community by applying these British Values.

TOLERANCE OF DIFFERENT CULTURES & RELIGIONS

Together we are one community who care, respect and understand one another.

RULE OF LAW

We respect the rules of school and laws in society.

MUTUAL RESPECT

We respect others and expect them to show us respect.

DEMOCRACY

We all have a say.

INDIVIDUAL LIBERTY

We know our human rights and exercise these in school life and beyond.



Protected Characteristics

- All students must have an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.
- Students are taught about the nine protected characteristics in an age-appropriate manner and how these are part of the Equality Act 2010. This helps students to identify discrimination towards themselves or others. Students signposted to support available in school should this occur. This includes
 - Reporting to the Safeguarding Team
 - Reporting via #itstopsnow using itstopsnow@astrea-longsands.org
 - Speaking to any member of staff
 - Speaking to another trusted adult



It is against the law to discriminate
against someone because of these

**PROTECTED
CHARACTERISTICS**

and remember... **DR GRAMPSS**

Right to withdraw and accessing resources

- Sex education is not taught at Longsands Academy until Year 9.
- Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Sex education is delivered in:

- Year 9

Spring 2

Intimate Relationships (see page **)

- The lessons in which sex education are taught are clearly highlighted in this curriculum and a letter will be issued prior to delivering any sex education so parents and carers have time to consider materials that will be used and make an informed decision.
- A sample of materials are available on our website. All materials are available to view upon request and you are welcome to visit school to discuss this in more detail and ask any questions. We understand that this can be a sensitive topic but often a chance to talk through concerns can help to allay any worries you may have. Lessons are delivered in a professional, inclusive and sensitive manner with the aim to educate students so they can make informed decisions and stay safe. If you wish to withdraw your child you should contact: James Powell james.powell@astrea-longsands.org
- Please be aware that parents have no right to request their child be withdrawn from lessons on relationships or health education which are statutory.
- Up to and until three terms before the child turns 16, a parent or carer retains the right to request withdrawal from sex education. After that point, if a child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y7	Building Healthy Relationships: Building healthy relationships in person and online, banter vs. bullying, conflict, pressure and consent.	Staying Safe: Smoking, vaping, safety on the roads, when walking home, on public transport, railways and around water.	Puberty: What is puberty? Healthy lifestyles including diet, exercise, personal hygiene and managing periods.	Identity and equality: Identity, prejudice, discrimination, stereotyping and bullying. FGM. Protected Characteristics and the Equality Act 2010.	Digital Safety: Safe online relationships and online gaming. Misinformation, disinformation and conspiracy theories.	Finance and Careers: Needs vs. Wants, budgeting, getting a job, inflation and being a critical consumer.
Y8	Choice, Consequence and Risk: Vaping, smoking, alcohol, counter/prescription drugs, illegal drugs inc. law & cannabis Exploitation & county lines.	Identity & relationships: Relationships values, influences and different types of relationships. Conflict and consent in relationships.	Emotional & physical health Coping strategies and understanding brain chemicals and their impact. Rumination, dealing with disappointment and stress.	Navigating Online Harms: Risky online trends and algorithms. Recognising deepfakes and AI, being a critical thinker and law on online image sharing.	Citizenship: What is democracy? Parliament & Government, the law & how laws are made. Local government.	Financial decision making: Budgeting, saving & borrowing & making financial choices.
Y9	Influence and Risk: Identifying pressure, manipulation, coercion and exploitation. Warning signs. County Lines and Knife Crime.	Respectful relationships: Different long-term commitments e.g. marriage, civil partnerships. Legal rights in relationships. Abusive relationships.	Careers: Options and Future Decisions Decision-making, work motivation & challenging stereotypes.	Intimate relationships: Relationship & sex education including consent, contraception, the risks of STIs & attitudes to pornography.	Drugs, Alcohol and Addiction: Understanding addiction, the effects and risks of different drugs, cannabis, party drugs, drink spiking, substance misuse, the law relating to drugs.	Understanding and Preventing Hate: Diversity, hate crimes, prejudice, misogyny, racism, Islamophobia, homophobia, transphobia and challenging harmful behaviours.
Y10	Challenging Harmful Beliefs: Extremism, radicalisation and terrorism. Harmful behaviours such as misogyny. Challenging extremism.	Healthy Lifestyles: Fuelling your body and brain and sleep. Common mental health conditions. Challenging stigmas and men's mental health.	Citizenship: Rights and responsibilities in the UK. The Justice System, Magistrates, Juries and Young People. Human Rights. Sentencing.	Safe Intimate Relationships: Consent, sexual violence, pornography, image-based abuse, online sexual harms, power and coercion, and accessing support.	Careers and Employability: Post-16 routes, careers research, job applications, interview skills, professional conduct, personal branding and positive digital footprints.	Families, Parenting and Relationships: Parenting responsibilities, families and conflict, honour-based abuse, pregnancy choices, and the impact of parenting on young people.
Y11	Being Independent 1 Revision and organisation in Year 11. Take Home Pay. STIs Contraception. Cancer, screening and self-examination, Online Pressure and Private Content, Taking control online, Challenging victim blaming, online scams,	Healthy Lifestyles and Relationships Fuelling your body and brain, Healthy Sleep, Looking after your Mental Health, British Values – Men's Mental Health, Exploited, Managing Bereavement and Grief, Accessing Health Services	Being Independent 2 Different types of employment at 16, Speaking up at work, Accessing local health services, organ donation, bereavement and grief. Independent living, renting and managing bills.			



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Year 7

Year 7 Lesson Breakdown

Aut 1	Aut 2	Spring 1
Building Healthy Relationships	Staying Safe	Puberty
1. Building healthy friendships	1. Smoking	1. What is puberty?
2. Safe online relationships	2. Vaping	2. Diet
3. Banter vs. Bullying	3. Road Safety	3. Exercise
4. Managing conflict	4. Public transport and travel safety	4. Personal Hygiene
5. Pressure in relationships	5. Railway Safety	5. Periods
6. Consent	6. Water Safety	6. British Values: Individual Liberties
7. British Values: Respect	7. British Values: Rule of Law	
Spr 2	Sum 1	Sum 2
Identity and equality	Digital safety	Finance and Careers
1. What is identity?	1. Social media and online safety	1. Spending decisions
2. Prejudice and discrimination	2. Respectful behaviour online	2. How to budget
3. Stereotypes	3. Staying safe while gaming online	3. Getting a job
4. Disabilities and invisible disabilities	4. Thinking critically about information online	4. Inflation
5. FGM	5. Your digital footprint	5. Being a critical consumer
6. British Values: Democracy		6. Budgeting for a holiday

Theme	Health & Wellbeing	Relationships	Wider World Inc CEIAG	Citizenship
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Year 7 Autumn 1

Aut 1		Lesson Breakdown					Statutory Links		Overview and Sequencing	
Building Healthy Relationships: Building healthy relationships in person and online, banter vs. bullying, conflict, pressure and consent.	Lesson 1: Building healthy friendships • The qualities of a good friend • Healthy boundaries in relationships, respecting them and importance for own wellbeing • Importance of respect, good communication and trust in all relationships					2a, 2b, 2c		To support transition, this unit focuses on building healthy relationships, applying this to student’s move to secondary school. Students reflect on the qualities of good friends and positive ways to manage changes to friendships from primary school. The unit addresses key issues that are seen in school, such as large WhatsApp groups and the importance of healthy boundaries with friends. There are opportunities to discuss when banter becomes bullying, with a clear message about the unacceptability of negative comments relating to protected characteristics. The unit then moves on to explore positive ways to manage conflict and how to respond confidently to pressure in relationships. The unit concludes by exploring British values and respect, helping students to understand how positive relationships contribute to a safe school community.		
	Lesson 2: Safe online relationships • Advantages and risks of group chats (e.g. WhatsApp) • Managing group chats and online relationships effectively • Responding to requests for inappropriate images					2a, 2b, 2c, 3a,3b, 3d, 3e, 4d, 7c				
	Lesson 3: Banter vs. Bullying • Difference between bullying and banter • How bullying is repeated, purposeful, hurtful and involves a power imbalance • Behaviours which can never be excused as banter e.g. sexual harassment, comments about personal identity and/or protected characteristics					2d, 2e, 2f, 3d, 3j, 4e, 4f, 7c				
	Lesson 4: Managing conflict • Reasons why friends fall out or misunderstand each other • How your body reacts to conflict including flight, fight and freeze response • Calm responses using empathy and ‘when’ and ‘I feel’ statements					2e, 2f, 2g, 3i, 6a				
	Lesson 5: Pressure in relationships • Difference between indirect and direct pressure • Managing peer pressure assertively					2e, 4a, 4b				
	Lesson 6: Consent • What consent looks like in a healthy relationship and how this must be freely given • What consent is needed for e.g. using someone’s phone, hugging someone, holding hands • That consent often comes with limits					2e, 2h				
	Lesson 7: British Values – Respect • Influences on relationships e.g. family, friends, culture, gender stereotypes, past experiences and personal values • Upholding British Values in relationships					2i, 4b, C3				
RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance	
SxH	Sexual Harassment ✓	WW	Wider World (Inc Online Safety) ✓	HW	Health and Wellbeing ✓	Citz	Citizenship✓			

Year 7 Autumn 2

Aut 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Staying Safe: Smoking, vaping, safety on the roads, public transport, railways and around water.	Lesson 1: Smoking - Reasons why cigarettes are highly addictive and impact on health - Peer pressure and smoking - Benefits of quitting smoking	10f, 12b, 12c	This unit supports students' health and wellbeing by teaching them about the risks they may encounter as their independence increases. It begins by exploring peer pressure and how this can influence decisions about smoking and vaping. Students learn how to make informed choices and manage pressure from others. The lessons highlight the well-known health harms of smoking and the risks associated with vaping, including nicotine addiction. Lesson 2 also challenges the misconception that "everyone vapes", as most young people do not vape regularly. The unit then focuses on personal safety, including road safety and walking home safely, which students identified as a particular concern during the darker months. The final lessons cover public transport, railway and water safety, providing important knowledge to help prevent serious injury. This preventative safeguarding education prepares students to make safe and responsible decisions as they spend increasing amounts of time independently.
	Lesson 2: Vaping - Reason why vapes are highly addictive - Comparison between smoking and vaping - Benefits of vaping for adults trying to quit smoking	10g, 12b, 12c	
	Lesson 3: Road Safety - Being responsible and vigilant when using the roads - Potential risks of headphones, mobile phones, electric cars - Cycle Safety e.g. helmets, reflective clothing, roadworthy bikes, using the roads safely	12a, 12b	
	Lesson 4: Public Transport and Travel Safety - Respectful travel on the buses - Walking home safely. - Avoiding poorly lit short cuts, where to seek help if needed and good habits	2b, 4d, 4p, 12a, 12c	
	Lesson 5: Railway Safety - What is trespassing and the risks of doing this. - Dangers on the railways e.g. electricity arcs, high speed trains	4d, 12a, 12b	
	Lesson 6: Water Safety - Risks when near rivers, lakes, reservoirs and the sea - Cold Water Shock and what to do if you or a friend is in danger - Float to live, emergency procedures and never jumping in yourself to save someone	4d, 12a, 12b	
	Lesson 7: British Values – Rule of Law How the rule of law keeps everyone safe in the UK	4d, 12a,	

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
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Year 7 Spring 1

Spr 1	Lesson Breakdown	Links	Overview and Sequencing
Puberty: Healthy and unhealthy lifestyles, vaping, smoking, personal hygiene, puberty.	Lesson 1: What is puberty? - Physical and emotional changes for both boys and girls during puberty - The role of hormones and how these can impact on relationships - Managing puberty effectively as a teenager	14a	This unit supports students' health and wellbeing by developing their understanding of puberty and the physical, emotional and social changes that take place during adolescence. Students learn what puberty is and the changes that can be expected for both males and females, helping to reduce stigma and ensure they feel prepared for this important stage of development. The theme of puberty runs throughout the unit, linking to the importance of a healthy diet, regular exercise, good personal hygiene and sufficient sleep. As adolescents undergo significant physical and mental development, most teenagers require 8 to 10 hours of sleep per night. Periods are taught in mixed-sex lessons so that all students develop an understanding of menstruation and can support friends and family members with empathy and respect. This also provides important foundations for later learning about reproductive health and menopause. The unit concludes by exploring British Values, particularly individual liberty, considering how people make different lifestyle choices, such as veganism, and the importance of taking responsibility for our own health and wellbeing.
	Lesson 2: Diet - How to fuel the body effectively during puberty - What a balanced diet looks like and the benefits of different food groups - Impact of sugar on hormones and physical health. Hidden sugars.	8a, 9b	
	Lesson 3: Exercise - The benefits of exercise on our physical and mental health, especially during puberty - How exercise can support a healthy sleep cycle	6b, 8a, 11f	
	Lesson 4: Personal Hygiene - How hormones make sweat glands more active and how to manage this - Importance of good personal hygiene including washing regularly, deodorants and anti-perspirants - Good oral hygiene and how this protects against plaque and cavities	9a, 11a, 11b	
	Lesson 5: Periods - The female reproductive system and the menstrual cycle - Different period products, both reusable and non-reusable and how to use. - Where you can access more information about periods	14a, 14b, 14c	
	Lesson 6: British Values – Individual Liberty - Different lifestyle choices e.g. veganism - Self-discipline and individual liberty - Taking responsibility for your own health	C3	

RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety)	HW	Health and Wellbeing ✓	Citz	Citizenship ✓		

Year 7 Spring 2

Spr 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Identity and equality: Identity, prejudice, discrimination, stereotyping and bullying. FGM. Protected Characteristics and the Equality Act 2010.	Lesson 1: Identity - What makes up our identity? - Protected characteristics	2b	This unit builds on students' understanding of protected characteristics, which are taught throughout the Personal Development curriculum. Students explore the Equality Act 2010 in greater depth, learning how it protects people from discrimination and prejudice in modern Britain. They develop their understanding of the difference between prejudice and discrimination, how to recognise these behaviours and how to challenge them appropriately. Students also examine stereotypes and consider how both positive and negative stereotypes can affect individuals' opportunities, relationships and wellbeing. The unit includes learning about visible and invisible disabilities, an area identified by students as particularly important. This helps students develop empathy, understanding and inclusive behaviours, particularly when supporting peers with additional needs or disabilities. The unit also covers Female Genital Mutilation (FGM) as part of the school's safeguarding curriculum. This content is carefully sequenced in Year 7, as FGM is most commonly carried out during childhood or adolescence. Teaching is age-appropriate, with no graphic content, and focuses on recognising warning signs, knowing where to seek help, and understanding that FGM is a form of abuse and a violation of human rights. The unit concludes by linking this learning to British Values, particularly democracy, and exploring how laws and citizens work together to promote equality, challenge discrimination and create a fairer society.
	Lesson 2: Prejudice and Discrimination - The difference between prejudice and discrimination - The impact of prejudice and discrimination on relationships and in communities - How to challenge prejudice and discrimination - The Equality Act 2010	2b, 2d	
	Lesson 3: Challenging Stereotypes - Examples of different types of stereotypes that exist in society, both positive and negative - The importance of challenging stereotypes and the risks when this does not happen	2b, 2c, 2i	
	Lesson 4: Disabilities and Invisible Disabilities - The difference between disabilities and invisible disabilities - The challenges faced by people with disabilities including prejudice and discrimination - Supporting others with disabilities and promoting a more inclusive society	2b	
	Lesson 5: FGM - What is FGM? - The risks of FGM and how this abuse and a violation of human rights and dignity - The signs someone might be involved in FGM and reasons why this often goes unreported - Where to access help and support	4m, C11	
	Lesson 6: British Values – Democracy How UK democracy challenges prejudice and discrimination	C3,C8	

RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
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Year 7 Summer 1

Sum 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Digital safety: Safe online relationships and online gaming. Misinformation, disinformation and conspiracy theories.	Lesson 1: Safer Online Relationships - Social media and staying safe - What exploitation and grooming might look like online - Identifying warning signs and responding appropriately - Using privacy settings, turning off location sharing, avoiding sharing personal detail and thinking before posting	2a, 2b, 3a	This unit has been recently updated to reflect the latest Relationships, Sex and Health Education (RSHE) guidance, including new content on artificial intelligence (AI), deepfakes, misinformation, disinformation and conspiracy theories. It aims to equip students with the knowledge and skills needed to stay safe online, including recognising the warning signs of harmful behaviours such as grooming. The unit explores the impact that negative online behaviours, including discrimination, can have on individuals and communities, and introduces the concept of misogyny, which will be revisited and explored in greater depth in Year 8 and beyond. Students learn about digital footprints, including how information can be stored, shared and accessed online. They develop practical strategies for protecting their privacy, such as thinking carefully before posting, using privacy settings, disabling location services and regularly reviewing their online presence. Building on earlier learning about healthy and safe online relationships, the unit applies this knowledge to a wider range of online spaces, including social media, messaging apps and gaming platforms. This helps students become safer, more responsible digital citizens while continuing to develop their online literacy and critical thinking skills.
	Lesson 2: Respectful Behaviour Online - Cyberbullying and what this looks like - Trolling, stalking, exclusion, mobbing, catfishing and grooming - Cyberbullying and the impact on wellbeing - Responding to cyberbullying responsibly	2a, 2e, 3a, 7c	
	Lesson 3: Staying safe while gaming online - Communicating respectfully with others in online spaces - Identifying discrimination such as misogyny online - The risks of doxing and how to avoid it	3a, 3b, 7c	
	Lesson 4: Thinking critically about online information - Critical thinking and how this supports everyone online - Misinformation, disinformation and conspiracy theories - AI and deepfakes	3c	
	Lesson 5: Your digital footprint - What is a digital footprint and the differences between an active/passive digital footprint - Managing your digital footprint effectively	3b, 3d, 3l, 3m	

RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety) ✓	HW	Health and Wellbeing ✓	Citz	Citizenship		

Year 7 Summer 2

Sum 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Finance and Careers: Needs vs. Wants, budgeting, getting a job, inflation and being a critical consumer.	Lesson 1: Spending Decisions - Difference between needs and wants - How personal influences and priorities can impact on needs and want - Conscious consumerism	C6, C15	This unit responds to students' requests for more explicit financial education within the PSHCE curriculum. Using resources from FLIC, students are introduced to key concepts in financial literacy, including the difference between needs and wants. This is particularly relevant as many young people now have access to digital payment methods, online shopping and in-game purchases. Students explore the influence of advertising, social media and online influencers on spending decisions, building on learning from the previous unit by developing critical thinking skills and encouraging them to pause before making purchases, consider value for money and identify more affordable alternatives. The unit also introduces the relationship between employment and income, helping students understand how earning money can support financial independence. Students learn about different types of income, including wages and salaries, as well as the difference between the National Minimum Wage and the National Living Wage. Alongside this, students develop an understanding of budgeting, saving and financial planning, exploring how making informed financial decisions can positively support their wellbeing. They also learn about persuasive marketing techniques and how to recognise potential scams and misleading offers online. Throughout the unit, students are encouraged to develop positive financial habits so that they can balance spending on essential needs with saving and planning for future goals. These foundations support both financial wellbeing and informed decision-making and will be revisited and developed through further financial education units as students progress through the curriculum.
	Lesson 2: How to budget - Difference between income and expenditure - How to maintain a balanced budget and the importance of this	C6, C15	
	Lesson 3: Getting a job - How a 'good' job can be different for everyone. - Differences between a wage, salary, commission and bonus - Fair pay and law including national minimum wage and national living wage	C6	
	Lesson 4: Inflation - What is inflation and how does it impact consumers - How inflation is measured and changes - How inflation can impact on budgeting and preparing for this	C6, C15	
	Lesson 5: Being a critical consumer - What is a critical consumer? - How social media can influence spending decisions - Ways to be a critical consumer	7e, C6	
	Lesson 6: Budgeting for a holiday Practicing skills learnt in this unit to plan and budget effectively for a holiday.	C6	

RSE	Relationships & Sex Education	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance ✓
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Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Year 8

Year 8 Lesson Breakdown

Aut 1	Aut 2	Spring 1
Drugs and Alcohol	Identity and relationships	Emotional and Physical Health
1. Should we be worried about vaping?	1. Relationship values	1. Emotional health
2. Illegal vs. legal drugs	2. Different types of long-term relationships	2. Managing disappointment
3. Alcohol	3. Conflict in relationships	3. Managing distractions
4. Drugs and alcohol in the media	4. Influences and relationship expectations	4. Supporting others
5. What are county lines?	5. Sexual orientation	5. Managing wellbeing
6. Signs of county lines and support	6. Consent and avoiding assumptions	6. British Values and Mental Health
7. British Values – Rule of Law and ASB	7. British Values - Respect	
Spr 2	Sum 1	Sum 2
Navigating Online Harms	Citizenship	Financial Decision-Making
1. Trends and algorithms	1. What is Democracy?	1. Opening a bank account
2. Digital Deception	2. Elections and voting	2. How to read a bank statement
3. Sharing images and online pressure	3. House of Commons	3. How to save money
4. Harmful online narratives	4. House of Lords	4. Debit and credit cards
5. Critical thinking online	5. How laws are made	5. British Values – Rules of law and managing debt
	6. The legal system	
	7. Justice and the courts	

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG

Citizenship

Year 8 Autumn 1

Aut 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Choice, Consequence and Risk: Vaping, smoking, alcohol, counter/prescription drugs, illegal drugs inc. law & cannabis Exploitation & county lines.	Lesson 1: Should we be worried about vaping? - Facts about vaping and impact on health - Nicotine and the effect on the teenage brain - Illegal Vapes, including those containing THC and the risks	10a, 10g, 12b, 14b	This unit develops students' understanding of substances, their effects on health and the criminal behaviours that can surround them, including county lines exploitation. Building on learning about health and puberty, students explore vaping and nicotine addiction, including their impact on the developing teenage brain, alongside legal and illegal drugs. Particular attention is given to caffeine, as some students regularly consume energy drinks without fully understanding their effects. Students also learn how to use medicines safely, including checking dosage instructions, expiry dates and the risks of sharing medication. The unit explores the physical, social and emotional effects of alcohol, including how it can increase risk-taking behaviour and what to do if someone has drunk too much. Students examine how drugs and alcohol are portrayed in the media and online, developing critical thinking skills to identify when risks are minimised or omitted. As part of the safeguarding curriculum, students learn how young people may be targeted through county lines and how to recognise warning signs of exploitation. The unit concludes by linking this learning to British Values and the shared responsibility we all have in keeping ourselves and our communities safe.
	Lesson 2: Illegal vs. Legal Drugs - Legal drugs and taking medicines correctly - Effects of caffeine and ways to reduce usage - Basic facts about some illegal drugs and risks involved	10a, 10b, 10e	
	Lesson 3: Alcohol - Effect of alcohol on the body - Potential risks of drinking too much alcohol - Supporting someone who has had too much alcohol	4c, 4d, 6i, 10c, 10d, 12b	
	Lesson 4: Drugs and Alcohol in the Media - Glamourising of alcohol and drugs in the media - Challenging social norms about drugs and alcohol use	6i, 12b	
	Lesson 5: What are county lines? - How county lines operate and why they target children to be runners - How children are groomed and exploited by organised criminal gangs	4b, 4c, 4d, 4i, 4k, 12b, 12f	
	Lesson 6: Signs and support for county lines - Key warning signs that might suggest criminal gang involvement - Reasons why children involved in county lines might not report it - How to support someone who may be involved in county lines	4b, 4c, 4d, 4i, 4k, 12b, 12f	
	Lesson 7: British Values – Rule of Law and ASB - Behaviours which class as ASB and the impact this has on individuals and the wider community - In depth look at ASB on buses - Consequences of ASB	12b	

RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety) ✓	HW	Health and Wellbeing ✓	Citz	Citizenship ✓		

Year 8 Autumn 2

Aut 2		Lesson Breakdown				Statutory Links		Overview and Sequencing			
Identity and Relationships: Relationships values, influences and different types of relationships. Conflict and consent in relationships.	Lesson 1: Relationship Values • Healthy and unhealthy behaviours in relationships • Boundaries and respect in romantic relationships • Unhealthy relationship behaviours in digital spaces (for example pressure, monitoring, excessive messaging or sharing images)				2a, 2b, 2c, 2d, 4c, 6c		This unit builds on students’ understanding of healthy relationships, moving from friendships in Year 7 to exploring romantic relationships. Students learn about the key foundations of healthy relationships, including respect, trust, communication and boundaries, revisiting and extending learning from earlier in the curriculum. They explore different types of long-term relationships and consider how stable, healthy relationships can support wellbeing and family life. As students increasingly communicate and form relationships online, the unit also encourages them to apply these principles in digital spaces, recognising that healthy relationships should be based on the same values whether interactions take place online or offline. The unit also develops students’ understanding of unhealthy and abusive behaviours. Building on previous work about conflict, students learn to recognise warning signs such as controlling behaviour, isolation from friends and family, coercion and unrealistic expectations. This forms an important part of the safeguarding curriculum, helping students identify concerning behaviours early and understand how to seek support for themselves or others. Students learn about LGBTQ+ relationships and the legal protections provided by the Equality Act 2010. They explore the impact of prejudice, discrimination and homophobic language, reflecting on the importance of respect, inclusion and British Values within a diverse society. The unit also revisits consent, applying previous learning to romantic relationships. Students consider how assumptions, peer pressure and gender stereotypes can affect decision-making, while reinforcing that healthy relationships are built on mutual respect, communication and freely given consent. This prepares students for further learning in Year 9, where they will explore relationship rights and responsibilities, common misconceptions such as the common law marriage myth, and age-appropriate learning about intimate relationships.				
	Lesson 2: Different types of long-term relationships • Marriage, Civil Partnerships, Cohabitation, Blended Families and Long-Distance Relationships • Challenges of long-term relationships and managing these effectively				1a, 1b, 2a, 6c						
	Lesson 3: Conflict in relationships • Managing conflict in romantic relationships with respect • Healthy and unhealthy conflict				1h, 2e, 2f, 4c, 4p, 12c						
	Lesson 4: Influences and relationship expectations • Different influences on relationships e.g. friends, family, social media, past experiences • Challenging gender stereotypes in relationships and promoting equality				2a, 2b, 2d, 2i, 4b						
	Lesson 5: Sexual Orientation • Different types of sexual orientation and protections under the Equality Act 2010 • Challenging discrimination and prejudice of LGBTQ+ communities • Impact of homophobic languages on individuals and the wider community				2d						
	Lesson 6: Consent and avoiding assumptions • Risk of making assumptions when it comes to consent • Being clear, avoiding basing actions and decisions on stereotypes • The benefits of clear communication for healthy relationships				2a, 2b, 2h, 2i						
	Lesson 7: British Values – Respect • Showing respect in all relationships • The risks of not showing respect towards a romantic partner				2a, 2b, 2c						
RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance		
SxH	Sexual Harassment	WW	Wider World (Inc Online Safety) ✓	HW	Health and Wellbeing ✓	Citz	Citizenship				

Year 8 Spring 1

Spr 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Emotional & physical health Coping strategies and understanding brain chemicals and their impact. Rumination, dealing with disappointment and stress.	Lesson 1: Emotional Health - Managing our own wellbeing - Brain chemistry and how brain chemicals impact our feelings - Ways to manage strong emotions	6a, 6b, 6c, 8c	This unit has been developed using resources from the PSHE Association and focuses on helping students understand and manage their emotional health and wellbeing. Students learn about how the brain works, including the role of chemicals such as dopamine and brain structures involved in processing emotions and memories. They explore common challenges such as disappointment, stress and distractions, with particular attention given to the impact of digital technology on concentration, self-esteem, sleep and overall wellbeing. The unit encourages students to develop a range of healthy coping strategies and reflect on their own responses to pressure and stress. Students learn that experiencing pressure is a normal part of life and that wellbeing is supported by recognising emotions, developing effective coping strategies and seeking support when needed. They are introduced to a range of sources of support, helping them understand when, where and how to access help for themselves or others. Building on earlier learning about wellbeing during puberty in Year 7, this unit provides a more detailed understanding of emotional health and introduces key vocabulary that enables students to discuss their own wellbeing, and that of others, with greater confidence and accuracy. This learning provides an important foundation for future study. In Year 9, students will consider how factors such as relationships, substance use and lifestyle choices can affect mental health, before exploring specific mental health conditions, including anxiety, depression and loneliness, in greater depth during Year 10.
	Lesson 2: Managing disappointment - Dopamine system and rumination - How the brain reacts to strong emotions, like disappointment, and ways to manage this	6a, 6b, 6d, 8c	
	Lesson 3: Managing Distractions - Helpful and unhelpful distractions - How technology keeps our attention and ways to manage this	6a, 6b, 7a, 8c	
	Lesson 4: Supporting others - Coping strategies - Warning signs that someone is struggling with their mental health - Supporting someone struggling with their mental health	6a	
	Lesson 5: Managing your wellbeing - Difference between pressure and stress - Managing your own stress bucket	6b, 6d, 7a, 8c	
	Lesson 6: Mental Health and our British Values - Using empathy with others - Challenging stigmas around mental health	6a	

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Year 8 Spring 2

Spr 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Navigating Online Harms: Coping strategies and understanding brain chemicals and their impact. Rumination, dealing with disappointment and stress.	Lesson 1: Trends and Algorithms - How algorithms decide what content users see and prolong engagement - Online trends and risks surrounding these	3c, 3h	This unit has been updated to reflect recent RSHE guidance on online harms and digital literacy, helping students navigate an increasingly complex online world. Building on learning from Year 7 about digital footprints, privacy settings and misinformation, students deepen their understanding of how online content can influence beliefs, behaviours and relationships. As social media, messaging platforms and AI-generated content become a larger part of young people's daily lives, this unit aims to equip students with the critical thinking skills needed to engage with online content safely and responsibly. Students explore emerging risks including harmful social media trends, echo chambers, deepfakes and artificial intelligence, considering how these can affect decision-making, wellbeing and perceptions of reality. The unit revisits online safety through a more age-appropriate lens, examining the legal and personal consequences of sharing images without consent and reinforcing the importance of respecting boundaries both online and offline. Students also consider how harmful narratives can spread online, including misogynistic content, and develop strategies to challenge discrimination, question unreliable information and seek support when needed. This unit is sequenced in Year 8 because students are typically becoming more independent online, spending increasing amounts of time on social media and digital platforms, and encountering more sophisticated online risks. It provides an important bridge between the online safety foundations taught in Year 7 and later learning on extremism, radicalisation, AI chatbots and online influence, ensuring students are equipped with the knowledge and resilience needed to participate safely and responsibly in the digital world.
	Lesson 2: Digital Deception - Deepfakes - Recognising misinformation and disinformation - How to verify information before believing and sharing	3c, 3g, 3o	
	Lesson 3: Sharing images and online pressure - Managing pressure for images - The law and illegal images - Seeking support	3a, 3b, 3d, 3e, 3f, 3j, 4b, 4c	
	Lesson 4: Harmful online narratives - How online content can promote harmful beliefs and stereotypes - Misogyny online and other harmful narratives	3h, 7g	
	Lesson 5: Being a critical online thinker - Difference between pressure and stress - Managing your own stress bucket	3b, 3f, 3i, 3l	

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Year 8 Summer 1

Sum 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.	Lesson 1: What is democracy? - Structure of UK democracy - Direct democracy vs. representative democracy - Role of an MP - Role of the Monarch and Parliament	C1, C3	This unit meets the statutory Citizenship curriculum by ensuring students develop an understanding of democracy, the rule of law and the rights and responsibilities of citizens in the UK. Having previously explored British Values, students now apply these concepts to the institutions and systems that uphold them. They learn about the structure of UK democracy, including elections, Parliament and the constitutional role of the Monarch, while considering how citizens can contribute to society and influence decision-making through active participation, including voting. Students also explore how laws are made, examining the process that legislation must go through before becoming law and why scrutiny is important in ensuring laws are fair, effective and workable. The unit introduces the justice system, helping students understand the roles and responsibilities of the courts, judges, juries and magistrates, and how these help uphold the rule of law. As students become increasingly aware of political issues through social media and the news, this unit equips them with the knowledge to engage critically and responsibly with current affairs and public debate. This learning provides students with a practical understanding of British Values in action and helps them appreciate the freedoms, protections and responsibilities that come with living in a democratic society. It also lays the foundations for future Citizenship learning in Key Stage 4, where students will explore human rights, individual rights and responsibilities, tribunals, UK electoral systems and comparisons with democracies around the world.
	Lesson 2: Elections and voting - Laws around voting and elections - Secret ballots - First Past the Post system	C2	
	Lesson 3: House of Commons - Roles and Responsibilities in the elected chamber of Parliament - Structure of government and the opposition	C2	
	Lesson 4: House of Lords - Roles and Responsibilities in the unelected chamber of Parliament - Structure of the House of Lords	C2	
	Lesson 5: How Laws are Made - The UK law making process - Green Papers and White Papers - Legal loop holes	C3	
	Lesson 6: The Legal System - The Rule of Law and how it protects everyone in the UK - The age of criminal responsibility - Individual responsibility for following the rule of law	C3	
	Lesson 7: Justice and the Courts - Role of courts, judges and magistrates - Criminal vs. Civil Cases	C5	

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Year 8 Summer 2

Sum 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Citizenship What is democracy? Parliament and Government, the law and how laws are made. Local government.	Lesson 1: Opening a bank account - Explain why it's important to have a bank account - Identify the steps to setting up a bank account - Analyse the advantages and disadvantages of different bank accounts		This unit builds on the financial education introduced in Year 7 and links closely to previous Citizenship learning about being informed, responsible and active members of society. Students have consistently identified financial education as an area they would like to learn more about, and as a result it is carefully sequenced throughout the curriculum. As young people can open certain types of bank accounts from the age of 11, this is an appropriate point to develop their understanding of banking and personal finance. Students explore different types of bank accounts, considering the advantages and disadvantages of each, and learn how banks support people in managing their money. The unit builds on earlier learning about needs and wants by introducing saving, spending and budgeting. Students develop an understanding of how debit and credit cards work and learn how to interpret bank statements, enabling them to identify unexpected transactions, recognise potential scams and take greater responsibility for managing their finances safely. The final lessons introduce debt, exploring how it can arise, the risks associated with borrowing and the support available for those experiencing financial difficulties. This unit provides important foundations for future financial education, including careers and employment in Year 9 and more advanced topics at Key Stage 4, such as payslips, taxation, National Insurance and take-home pay
	Lesson 2: How to read a bank statement - Describe the purpose of a bank statement - Explain what different parts of a bank statement mean		
	Lesson 3: How to save money - Identify why people need to save money - Assess different ways to save - Create a savings plan		
	Lesson 4: Debit and credit cards - Describe the difference between a debit and credit card - Compare credit card payment options - Demonstrate how to make conscious spending decisions		
	Lesson 5: British Values and the Rule of Law - Managing debt - Explain the difference between good and bad debt - Describe how borrowing works and different forms of borrowing		

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Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Year 9

Year 9 Lesson Breakdown

Aut 1	Aut 2	Spring 1
Peer influence and gangs	Respectful relationships	Careers and Finance
1. Pressure and Risk	1. Commitment	1. Decision making
2. Trust and Hidden Agendas	2. Forced and Arranged Marriage	2. Different Opportunities
3. Online Pressure and Private Content	3. Ending relationships and legal rights	3. Challenging Career Stereotypes
4. Taking Control Online	4. Relationship Abuse	4. Financial decision making
5. Challenging Victim Blaming	5. Online Relationships	5. Financial Safety
6. Online Scams	6. Stalking and Harassment	6. British Values - Tolerance
7. Serious Organised Crime	7. British Values – Respect in Relationships	
8. Knife Crime		
Spr 2	Sum 1	Sum 2
Intimate relationships	Drugs and health	Understanding and Preventing Hate
1. Intimacy and respectful relationships	1. Causes of addiction	1. Diversity in the UK
2. Freedom and capacity to consent	2. Effects of drugs	2. Recognising hate crime and prejudice
3. Safe Sex and Contraception <i>*Option to withdraw from this lesson</i>	3. Drugs and the Law	3. Sexual Harassment and Misogyny
4. Contraception Choices	4. Cannabis, THC Vapes and Spice	4. Homophobia
5. Sexual Health and STIs	5. Party Drugs and drink spiking	5. Islamophobia
6. Pornography and Sexting	6. Gym Bodies and Steroids	6. British Values – Pyramid of Hate
	7. British Values – Drugs in the UK	

Year 9 Autumn 1

Aut 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Influence and Risk: Identifying pressure, manipulation, coercion and exploitation. Warning signs. County Lines and Knife Crime.	Lesson 1: Pressure and Risk - Pressure, Manipulation, Coercion and Exploitation - Peer Pressure and bullying, risks and consequences	2a, 2f, 3a, 12b	This unit builds on students' learning in Years 7 and 8 about managing pressure, healthy relationships, online safety and exploitation. As students become more independent online and offline, they are introduced to more mature safeguarding themes, learning to recognise the difference between pressure, manipulation, coercion and exploitation. Students explore the warning signs of these behaviours and the tactics that perpetrators may use to gain trust, exert control or exploit vulnerabilities. As part of the updated RSHE curriculum, students revisit online safety through a series of lessons on sextortion. They learn about both financially motivated sexual extortion and situations where individuals are pressured into sharing further images. In response to the increasing use of artificial intelligence, students also consider how AI can be used to create fake nude images and explore the emotional, social and legal consequences of this behaviour. The unit emphasises that responsibility always lies with the person choosing to exploit or harm others, helping students understand the damaging impact of victim-blaming and the importance of seeking support. Students learn how to respond if concerns arise and where to access help both within school and from external services. The unit also develops students' financial and digital awareness by exploring common online scams, including phishing and smishing. Students learn how to identify warning signs, recognise attempts to pressure them into sharing personal or financial information, and make safer decisions online. The final part of the unit revisits county lines exploitation, first introduced in Year 8, and broadens students' understanding of serious organised crime. Students examine the risks and consequences associated with knife crime, including the legal concept of joint enterprise, helping them understand that individuals can face serious consequences even if they did not directly use a weapon. This carefully sequenced safeguarding unit equips students with the knowledge, confidence and critical thinking skills needed to recognise risks, seek support and protect themselves and others during adolescence.
	Lesson 2: Trust and Hidden Agendas - Pressure online - Warning signs and importance of critical thinking	2a, 3a, 3b, 3c, 3d, 3j, 7c	
	Lesson 3: Online Pressure and Private Content - Sextortion risks and harms - Tactics used by perpetrators e.g. love bombing, fake profiles, fake profiles	2a, 3a, 3c, 3d, 3e, 3f, 3j, 3n, 7c	
	Lesson 4: Taking Control Online - Financially Motivated Sexual Extortion vs. Blackmail for Further Images - AI Generated Images - Barriers to reporting and how to overcome these	A, 3c, 3f, 3g, 3n, 7c	
	Lesson 5: Challenging Victim Blaming - Supporting victims to encourage reporting - Signposting support	2b, 3n, 7c	
	Lesson 6: Online Scams - Financial harm, financial risk and financial exploitation - Warning signs of scams and how to protect yourself	3a, 3b, 3n, 6h, 7c	
	Lesson 7: Serious Organised Crime - County lines and Serious Organised Criminal Gangs - Internal and External pressures to join	12f, 12c, 12b	
	Lesson 8: Knife Crime - Law around carrying knives - Risks and consequences - Seeking support	12e, 12d, 12b	

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Year 9 Autumn 2

Aut 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Respectful relationships: Different long-term commitments e.g. marriage, civil partnerships. Legal rights in relationships. Abusive relationships.	Lesson 1: Commitment - Different types of commitment in relationships e.g. marriage, civil partnership - Common-Law Marriage myth and legal rights in relationships	1a, 1b, 1c, 1d, 1f, 2a	This unit is delivered early in Year 9 to provide an essential foundation for later learning about intimate relationships. Building on students' understanding of healthy relationships, consent and safeguarding from Years 7 and 8, the unit explores how respect, trust, communication and equality underpin successful relationships. Students learn about different forms of commitment, including marriage, civil partnerships and cohabitation, alongside the legal rights and responsibilities associated with them, while challenging misconceptions such as the common law marriage myth. They also explore arranged and forced marriage, reinforcing the importance of free and informed consent. As part of the safeguarding curriculum, students learn to recognise and respond to unhealthy and abusive behaviours, including domestic abuse, sexual abuse, coercive control, stalking and harassment, helping them identify warning signs and know where to seek support. The unit also covers topics included within the updated RSHE guidance, such as virginity testing and hymenoplasty, which build on learning about FGM in Year 7 and are taught factually and sensitively without graphic content. Students examine respectful relationship endings, including separation and divorce, and consider the importance of dignity, respect and the wellbeing of any children involved. Recognising the role of technology in modern relationships, students revisit online safety through the lens of non-consensual image sharing, deepfakes and AI-generated content, learning about the legal, emotional and social consequences of these behaviours. The unit concludes by emphasising the importance of healthy communication and prepares students for later learning in Years 9, 10 and 11 on intimate relationships, sexual health, consent, pornography and the law, ensuring that this learning is rooted in respect, safety and healthy relationship behaviours.
	Lesson 2: Forced and Arranged Marriage - Differences between a forced and arranged marriage - Virginity testing and hymenoplasty, laws and human rights - Warning signs and support available	1e, 1h, 2a, 2h, 4a, 4b	
	Lesson 3: Ending Relationships and Legal Rights - Ending relationships respectfully - Divorce, dissolutions and child custody	1g, 2e, 2g	
	Lesson 4: Relationship Abuse - Different types of abuse e.g. coercive control, verbal abuse, emotional abuse, physical abuse and sexual abuse - Child Sexual Exploitation	1h, 2a, 2b, 2c, 2f, 2i, 2j, 3i, 4b, 4e, 4f	
	Lesson 5: Online Relationships - Non-consensual image sharing - Deepfakes and AI Chatbots	1h, 2a, 2f, 3a, 3b, 3d, 3e, 3f, 3g, 3o, 4f	
	Lesson 6: Stalking and Harassment - Differences between stalking and harassment - Recognising fixated, obsessive, unwanted and repeated behaviours - Keeping yourself and others safe and reporting.	1h, 2a, 3b, 3j, 4e, 4f, 4d	
	Lesson 7: British Values – Respect in Relationships Communication in Relationships	2a, 2e, 3d, 4a	

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Year 9 Spring 1

Spr 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Future Decisions: Decision-making, work motivation & challenging stereotypes.	Lesson 1: Decision-Making Post 16 Making informed decisions about GCSE Options		This unit is sequenced to coincide with GCSE options choices, supporting students to make informed decisions about their future education and career pathways. Building on previous learning about decision-making, peer influence and personal responsibility, students reflect on their strengths, interests, values and aspirations, considering how these may influence future study and employment choices. Students also explore the range of educational and career pathways available, including further education, apprenticeships and university, helping them understand how qualifications and training can support different career goals. The unit challenges common career stereotypes, such as assumptions about who can succeed in particular professions, encouraging students to broaden their horizons, recognise unconscious bias and understand how stereotypes can limit opportunities. Students also examine how careers can sometimes be glamourised through social media, television and other forms of media, developing the critical thinking skills needed to evaluate these portrayals realistically. In addition, students reflect on the key employability skills valued by employers, including communication, teamwork, resilience and problem-solving, and consider how these can be developed both inside and outside the classroom. The second half of the unit builds on financial education introduced in Years 7 and 8. Students apply their understanding of needs, wants and budgeting to real-life financial decisions, such as choosing a mobile phone contract and evaluating value for money. They also consider how financial decisions can impact wellbeing, future opportunities and long-term goals. As many students are beginning to access online banking and manage money more independently, they learn about financial exploitation, including money laundering and the risks associated with becoming a money mule. This helps students recognise how young people can be targeted by criminals, understand the legal and financial consequences of involvement, and know how to seek support if they have concerns. Together, these lessons develop the financial literacy, career management and decision-making skills that students will build on further through careers education and financial literacy in Key Stage 4, including learning about employment rights, labour market opportunities, payslips, taxation, National Insurance and personal finance.
	Lesson 2: What type of career might suit you? - Difference between a career and a job - Different types of careers: single track, serial, portfolio, lifestyle - The components of a positive career	6c	
	Lesson 3: Challenging Career Stereotypes - Careers and stereotypes e.g. gender stereotypes - Problems of stereotypes and challenging ese - Unconscious bias		
	Lesson 4: Financial Decision Making - Real cost of a mobile phone – contracts, insurance etc - Mobile phone needs and wants - Securing the best mobile phone deal	C6	
	Lesson 5: Financial Safety Financial exploitation, money laundering and money mules	3N, C6	

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Year 9 Spring 2

Spr 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Intimate relationships: Relationship & sex education including consent, contraception, the risks of STIs & attitudes to pornography.	Lesson 1: Intimacy and Consent Intimacy and boundaries in relationships	2a, 2h, 5a	This unit on Sex Education is delivered in Year 9 following significant learning about healthy relationships, consent, respect and safeguarding in Years 7 to 9. The purpose of the unit is to provide students with age-appropriate and factual information that will help them make safe, informed and responsible decisions as they grow older. Lessons are delivered sensitively and professionally by trained staff using high-quality resources. No graphic images, videos or explicit materials are used. Parents and carers are welcome to review teaching materials before delivery to support conversations at home and informed decision-making. Parents should also be aware that they have the right to request that their child be withdrawn from the sex education elements of the curriculum in line with statutory guidance. The unit begins by exploring intimacy, consent and readiness for intimate relationships, reinforcing that consent must always be freely given and that choosing to delay or abstain from sexual activity is a valid and respected choice. Students learn about the law relating to consent. They then develop their understanding of safer sex, contraception and sexual health, including the effective use of condoms, different contraceptive methods, pregnancy prevention, sexually transmitted infections (STIs) and the importance of testing and accessing appropriate health services. The final lessons examine pornography and sexting, helping students understand how pornography can present unrealistic representations of relationships, bodies and sexual behaviour. Students also learn about the laws surrounding the creation and sharing of sexual images and consider the impact that online behaviours can have on individuals and relationships. This unit provides an important foundation for later learning in Years 10 and 11, where students explore sexual relationships, online harms, pornography, sexual health and the law in greater depth.
	Lesson 2: Freedom and Capacity to Consent - Readiness for intimate relationships - Knowing when someone has capacity to consent	2a, 2h, 4g, 5a, 5c, 5j	
	Lesson 3: Safe Sex and Contraception - Decision to choose abstinence from sex e.g. not ready, religious or cultural reasons - What is sex? - Using condoms effectively and safely. <i>*Option to withdraw from this lesson</i>	2a, 2h, 5a, 5d, 5l	
	Lesson 4: Contraception Choices - Different types of contraception available e.g. pill, injection, implant, IUD (coil) and female condom. - Advantages and Disadvantages of different contraceptive choices - Emergency contraception and STIs	5d, 5l	
	Lesson 5: Sexual Health and STIs - Bacterial, Viral and Parasitic STIs - Asymptomatic nature of STIs and importance and ease of testing - Common STIs including chlamydia and gonorrhea - Impact of some STIs on future fertility	5d, 5h, 5i, 5l, 14d	
	Lesson 6: Pornography and Sexting - What is pornography and how it does not show healthy sexual relationships e.g. unrealistic bodies, discussions about consent and contraception - Pornography and online algorithms, desensitisation and misogyny - Laws around sexting.	2a, 2h, 2j, 2k, 3k, 3h, 4o, 4p, 5e, 5k	

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Year 9 Summer 1

Sum 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Drugs, Alcohol and Addiction: Understanding addiction, the effects and risks of different drugs, cannabis, party drugs, drink spiking, substance misuse, the law relating to drugs.	Lesson 1: Causes of addiction - Addiction and dopamine - Dependence and withdrawal - Managing addiction	10a	This unit builds on students' previous learning in Year 8 about vaping, nicotine, alcohol, county lines and managing pressure. As students move through adolescence, they may encounter more complex messages about drugs through peers, social media, music, television and the wider community. This unit provides factual, evidence-informed education to help students understand the risks associated with substance use and make safe, informed decisions. Students begin by exploring addiction, including the role of dopamine in the brain, and learn how dependence, withdrawal and addictive behaviours can develop. This helps students understand why some substances can be difficult to stop using and emphasises the importance of prevention and early support. The unit then explores different categories of drugs, including stimulants, depressants and hallucinogens, alongside specific risks associated with substances such as solvents, nitrous oxide, THC vapes and Spice. Students learn about the physical, psychological and social consequences of drug use and develop a clearer understanding of common misconceptions surrounding these substances. Building on previous learning about the law and keeping safe, students examine drug classifications and the legal consequences of possession, possession with intent to supply and supplying drugs. Students also explore cannabis in greater depth, including its impact on physical health, mental health and decision-making. As part of developing informed choices, they learn about party drugs such as MDMA, ketamine and cocaine, alongside the risks of drink spiking and strategies for staying safe in social situations. Students also explore the use of steroids to create the 'perfect gym body'. This unit supports students in developing critical thinking skills, recognising risk, resisting pressure and seeking help when needed. It also strengthens safeguarding knowledge by helping students understand how substance misuse can increase vulnerability to exploitation and criminal activity. The learning provides an important foundation for future study in Key Stage 4, where students will explore additional links between substance use, mental health, relationships, risk-taking behaviours and personal wellbeing.
	Lesson 2: Effects of drugs - Different types of drugs e.g. stimulants, depressants, hallucinogens - Solvent abuse - Nitrous oxide	10a	
	Lesson 3: Drugs and the law - Classification of different drugs - Drug offences: possession, possession with intent to supply and supply	10a, 10b	
	Lesson 4: Cannabis - Effects and risks of cannabis - THC Vapes and Spice	10a, 10g,	
	Lesson 5: Party Drugs & Drink Spiking - MDMA Ketamine and Cocaine - Effects and Risks of Party Drugs - Making informed choices	10c, 10d	
	Lesson 6: Gym Bodies and Steroids - Body image and the gym - Steroid use and effect on the body	10a	
	Lesson 7: British Values – Drugs in the UK - Debates around drugs in the UK - Online availability of drugs	10a, 10b	

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Year 9 Summer 2

Sum 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Understanding and Preventing Hate: Diversity, hate crimes, prejudice, misogyny, racism, Islamophobia, homophobia, transphobia and challenging harmful behaviours.	Lesson 1: Diversity in the UK - Diverse, multicultural nature of the UK - Equality Act 2010 - Importance and benefits of diversity - Challenges of diversity	2d	This unit brings together and extends students' learning from across the Personal Development curriculum, including British Values, protected characteristics, healthy relationships, online harms and safeguarding. As students move through adolescence, they are increasingly likely to encounter a wide range of perspectives, identities and opinions both online and offline. The unit aims to equip them with the knowledge and critical thinking skills needed to participate respectfully in a diverse society while recognising and challenging prejudice and discrimination when they encounter it. Students begin by exploring the diverse and multicultural nature of modern Britain, revisiting the Equality Act 2010 and considering both the benefits and challenges of living in a diverse society. This provides important context for subsequent lessons, helping students understand the legal protections in place to promote equality and prevent discrimination. Students then learn about hate incidents and hate crimes, developing their understanding of how prejudice can manifest in different forms and the impact this can have on individuals, communities and wider society. The unit explores specific forms of prejudice and discrimination, including misogyny, sexual harassment, racism, Islamophobia, homophobia and transphobia. Students learn how stereotypes, microaggressions and discriminatory language can contribute to exclusion and harm, even when presented as jokes or casual comments. They also consider the impact these behaviours can have on wellbeing, community cohesion and feelings of safety and belonging. Throughout the unit, students are encouraged to use respectful and inclusive language, challenge harmful behaviours appropriately and understand where support can be accessed if concerns arise. The final lesson introduces the concept of the Pyramid of Hate, helping students understand how seemingly minor acts of prejudice can contribute to more serious forms of discrimination and abuse if left unchallenged. This provides a powerful conclusion to the unit by reinforcing the importance of early intervention, active citizenship and personal responsibility. The unit links closely to previous learning on British Values and safeguarding, while preparing students for future Citizenship and Personal Development topics that explore equality, human rights, discrimination and social justice in greater depth.
	Lesson 2: Recognising hate crime and prejudice - Hate crimes in the UK - Hate incidents and hate crimes - Getting help	2d	
	Lesson 3: Sexual Harassment and Misogyny - What is sexual harassment and misogyny? - Impact of these behaviours on society - Difference between harassment and assault	4e, 4f, 4h	
	Lesson 4: Homophobia and Transphobia - Examples of homophobia and transphobia in the UK and impact of this behaviour - Using inclusive language	2d	
	Lesson 5: Racism and Islamophobia - Differences and similarities between racism and Islamophobia - Microaggressions and stereotypes - Scapegoating	2d	
	Lesson 6: British Values – Pyramid of Hate - What is the pyramid of hate? - How behaviours escalate up the pyramid and importance of challenging them early	2d	

RSE	Relationships & Sex Education ✓	SMSC	Social, Moral, Spiritual & Cultural ✓	PC	Protected Characteristics ✓	FBV	Fundamental British Values ✓	CEIAG	Careers, Education, Information and Guidance
SxH	Sexual Harassment ✓	WW	Wider World (Inc Online Safety) ✓	HW	Health and Wellbeing ✓	Citz	Citizenship ✓		



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Year 10

Year 10 Lesson Breakdown

Aut 1	Aut 2	Spr 1
Challenging Harmful Beliefs	Healthy Lifestyles	Citizenship
1. What is extremism?	1. Fuelling your body and brain	1. UK Democracy and International Relations
2. Radicalisation	2. Sleep	2. UK Citizens Rights and Responsibilities
3. Extremism in the Modern World	3. Looking after your mental health	3. The Justice System
4. Challenging Extremism	4. Men's Mental Health	4. Human Rights
5. Online Pressure and Private Content	5. Exploited - Recognising Grooming and CSE	
6. Taking control online	6. Exploited – Recognising and Responding to CSE	
7. Challenging victim blaming	7. Managing Bereavement and Grief	
	8. Accessing Health Services	
Spr 2	Sum 1	Sum 2
Safe Intimate Relationships	Careers	Families and Responsibilities
1. Consent, Capacity and Power	1. Planning your future pathway	1. Parenting and Family Conflict
2. Sexual Violence and Harmful Sexual Behaviour	2. Applying for a job	2. Honour-Based Violence
3. Pornography, Power and Healthy Relationships	3. Interview techniques	3. How can parenting affect a young couple?
4. Image-Based Abuse and Digital Sexual Harms	4. Building your professional profile	4. Pregnancy Choices

Theme	Health & Wellbeing	Relationships	Wider World Inc CEIAG	Citizenship
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Year 10 Autumn 1

Aut 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Challenging Harmful Beliefs: Extremism, radicalisation and terrorism. Harmful behaviours such as misogyny. Challenging extremism.	Lesson 1: What is extremism? - Difference between extremism, radicalisation and terrorism - Misinformation, disinformation and conspiracy theories - Laws surrounding extremism - Far-right extremism and how this undermines British Values	2d	This unit builds on students' previous learning about British Values, equality, discrimination, online safety, misinformation, harmful online content and critical thinking. In Years 8 and 9, students explored topics such as misogyny, online harms, deepfakes, conspiracy theories, hate crime and the impact of harmful narratives on individuals and communities. This unit brings these themes together through the lens of extremism and radicalisation, helping students understand how people can be influenced by harmful ideologies and how to protect themselves and others. The unit forms part of the school's safeguarding responsibilities under the Prevent Duty, which requires schools to help protect young people from the risks of radicalisation and extremism. Students learn the differences between extremism, radicalisation and terrorism, alongside the laws that exist to protect individuals and communities. They explore how extremist groups and individuals may use misinformation, disinformation and conspiracy theories to influence others, undermining democratic values and community cohesion. Recognising the increasing influence of online spaces on young people's lives, students examine how social media algorithms, echo chambers and online communities can contribute to the spread of harmful beliefs. In line with updated RSHE guidance, the unit explores contemporary forms of extremism, including misogynistic online communities, the "manosphere" and incel ideology. Students learn how harmful attitudes towards women can be amplified online and consider the impact these narratives can have on individuals, relationships and society. Throughout the unit, students are encouraged to think critically about information they encounter online and to evaluate sources carefully before accepting claims as fact. Students also learn about the process of radicalisation, both online and offline, including the factors that can make individuals vulnerable to extremist influences. The focus is on recognising warning signs, understanding how people can be manipulated, and knowing where support can be accessed if concerns arise. The unit concludes by exploring how British Values, particularly democracy, individual liberty, mutual respect and the rule of law, provide a positive framework for challenging extremism and promoting inclusion. By understanding the role of the Prevent Duty and safeguarding processes, students are better equipped to participate safely and responsibly in modern Britain while challenging harmful ideologies and supporting others who may be vulnerable.
	Lesson 2: Radicalisation - Radicalisation online and offline - The process of radicalisation - People who might be vulnerable to extremist ideas - Where to access support for concerns about radicalisation	2d, 3i, 4k, 7f, 7e	
	Lesson 3: Extremism in the Modern World - Harmful online narratives, algorithms and echo chambers - The Manosphere, misogyny and incels - Thinking critically online	2d, 2i, 3h	
	Lesson 4: Challenging Extremism - How British Values challenge extremism - The work of Prevent and safeguarding - Sources of support	2d	

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Year 10 Autumn 2

Aut 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Healthy Lifestyles: Fuelling your body and brain and sleep. Common mental health conditions. Challenging stigmas and men's mental health.	Lesson 1: Fuelling your body and brain - Balanced diets and informed choices - Using food labels - Difference between processed and ultra-processed foods.	8a, 9a, 9b, 9c	This unit builds on students' previous learning about health, puberty, emotional wellbeing and mental health from Years 7 to 9. Having already explored topics such as healthy lifestyles, emotional wellbeing, coping strategies and managing pressure, students now develop a deeper understanding of the relationship between physical health, mental health and overall wellbeing. The unit is sequenced in Year 10 as students often experience increasing academic pressures, greater independence and important decision-making as they progress through Key Stage 4. Students begin by exploring the connection between nutrition, physical health and cognitive performance. They learn how balanced diets support both the body and brain, how to interpret food labels, and the differences between processed and ultra-processed foods. This helps students make informed choices in an environment where food marketing, social media and convenience foods increasingly influence eating habits. The unit then focuses on sleep and its importance for physical health, emotional wellbeing and academic success. Students learn about changes to the teenage body clock, the role of melatonin and the impact that poor sleep can have on concentration, mood, resilience and mental health. Practical strategies for improving sleep habits are explored, helping students develop routines that support their wellbeing during adolescence. Building on previous learning about emotional health, students examine how stress and anxiety affect both the mind and body. They learn to distinguish between everyday worries and situations where additional support may be needed, while developing practical strategies for managing pressure and maintaining positive wellbeing. The final lesson focuses on men's mental health, exploring why some individuals may be less likely to seek help, how mental ill health can sometimes be hidden or masked, and the importance of recognising the signs of depression in themselves and others. Students are encouraged to challenge stigma surrounding mental health and develop confidence in accessing support when needed. This unit reinforces the message that looking after physical and mental health requires ongoing care and self-awareness. It also provides an important foundation for future learning about adult wellbeing, resilience, relationships and personal responsibility as students prepare for life beyond school.
	Lesson 2: Sleep - Benefits of sleep and effects of poor sleep - Changes to the circadian rhythm of teenagers - Role of melatonin - How to get a good nights' sleep	6b, 7a, 8c, 11f	
	Lesson 3: Looking after your mental health - Affect of stress and anxiety on the body 'Normal' worrying behaviours - Tackling anxiousness	6a, 6c, 6e, 6f, 6g, 6i, 8c	
	Lesson 4: Men's mental health - Understanding depression and low mood - Masking mental ill health - Managing depression and supporting others	6c, 6e, 6f	

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Year 10 Spring 1

Spr 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Citizenship: Rights and responsibilities in the UK. The Justice System, Magistrates, Juries and Young People. Human Rights. Sentencing.	Lesson 1: UK Democracy and International Relations - Structure of democracy in the UK and liberties of UK Citizens - UK in the international arena e.g UN, NATO	C7,C8, C9, C10	This unit builds on students' previous Citizenship learning in Years 8 and 9, where they explored British Values, democracy, Parliament, the rule of law and the role of citizens in society. As students approach adulthood and become increasingly aware of political and social issues through the news, social media and public debate, the unit develops their understanding of how democratic institutions, the justice system and human rights shape everyday life in the UK. Students begin by revisiting the structure of UK democracy, exploring how Parliament, government and the Monarch contribute to the democratic process. They also learn about the UK's role within the international community, including organisations such as the United Nations and NATO, helping them understand how national and global issues are connected. The unit then focuses on active citizenship, examining how individuals can participate in democracy through voting, petitions, campaigns and engagement with local and national government. Students consider both the rights and responsibilities of citizens and how they can influence decision-making in their communities. The unit also develops students' understanding of the justice system, including the roles of magistrates, juries and judges, and how ordinary citizens contribute to the administration of justice. Students explore the purpose of the legal system, the importance of the rule of law and how rights must be balanced with responsibilities within a democratic society. The final lesson focuses on human rights, examining the protections available to individuals and how these operate within the justice system. Students consider how rights are protected, how they may sometimes conflict, and why an independent legal system is important for upholding fairness and equality. This unit provides students with a practical understanding of democracy, justice and citizenship in action. It prepares them for adult participation in society and equips them with the knowledge needed to engage thoughtfully with political, legal and social issues. The learning also provides an important foundation for future study of rights, responsibilities, public institutions and civic participation as students move towards adulthood.
	Lesson 2: UK Citizens Rights and Responsibilities - Active Citizenship: Voting, petitions, holding the government to account - Local governance	2d, C13	
	Lesson 3: The Justice System - Criminal vs civil law - Magistrates, juries and judges - Why citizens participate in justice	C12, C14	
	Lesson 4: Human Rights - Human rights balanced with responsibilities - Rights in sentencing and justice - Rule of law	2d, C11	

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Year 10 Spring 2

Spr 2	Lesson Breakdown	Statutory Links	Overview and Sequencing
Safe Intimate Relationships: Consent, sexual violence, pornography, image-based abuse, online sexual harms, power and coercion, and accessing support.	Lesson 1: Consent, Capacity and Power - Freedom and capacity to consent in intimate relationships - Power imbalances, coercion and pressure - Dependence and vulnerability - Ethical scenarios, misconceptions about consent and the law - Where to seek help	1h, 2a, 2b, 2c, 2j, 4a, 4b, , 4i, 5a, 5b, 5c, 5e, 5j	This unit builds on students' learning in Years 7 to 9 about healthy relationships, consent, safeguarding and online safety. Having developed a strong understanding of respect, communication, boundaries and healthy relationship behaviours, students are now ready to consider how these principles apply within more mature intimate relationships. Students revisit consent, exploring how factors such as power imbalances, coercion, dependence and manipulation can undermine an individual's ability to make free choices. Through age-appropriate scenarios, students examine the importance of communication, respect and personal boundaries within intimate relationships. The unit also introduces the concepts and laws relating to sexual violence, including sexual assault and rape, helping students understand the difference between healthy and abusive behaviours and where support can be accessed if concerns arise. Recognising the significant influence of online content on young people's understanding of relationships, students critically examine pornography and its portrayal of sex, relationships and gender. Lessons explore how pornography can present unrealistic expectations, reinforce harmful stereotypes and normalise behaviours that many people do not engage in and which may be emotionally or physically harmful. Students also learn about the risks associated with violent sexual behaviours, including strangulation and suffocation, understanding that these behaviours are dangerous, can result in serious injury or death, and may constitute criminal offences. The unit further develops students' understanding of online safeguarding by exploring image-based abuse, including the non-consensual sharing of intimate images, deepfakes, upskirting and other forms of technology-facilitated abuse. Students learn about the legal, emotional and social consequences of these behaviours and how to seek support if they experience or witness them. Throughout the unit, students are reminded that support is available both within school and from specialist external agencies. This learning strengthens students' ability to recognise unhealthy behaviours, challenge harmful attitudes and make safe, respectful and responsible choices as they approach adulthood.
	Lesson 2: Sexual Violence and Harmful Sexual Behaviour - Definitions of sexual harassment, sexual assault and rape - Sexual violence and law, victim-blaming - Strangulation and suffocation offences - Myths vs. facts about violence in relationships - Recognising the warning signs of abuse and where to seek help, report concerns or access medical support.	1h, 2a, 2c, 2i, 2j, 4b, 4d, 4g, 4f, 4h, 4p, 5a, 5e, 5k, 12d	
	Lesson 3: Pornography, Power and Healthy Relationships - What pornography is and how this differs from real relationships - Unrealistic portrayals of bodies, sex and relationships - Objectification and misogyny in some pornography - Algorithms, desensitisation and normalising harmful or risky behaviour - Sources for support for concerns about pornography use or exposure.	1h, 2a, 2i, 2j, 2k, 2l, 3k, 4n, 4o, 4p, 5a, 5e, 5k	
	Lesson 4: Image-Based Abuse and Digital Sexual Harms - Sexting and the law - Non-consensual image sharing and image-based abuse - Revenge pornography, upskirting and Ai intimate images - Protecting yourself and others	1h, 2a, 3a, 3b, 3e, 3f, 3g, 3i, 3j, 5k, 7c	

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Year 10 Summer 1

Sum 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Careers and Employability: Post-16 routes, careers research, job applications, interview skills, professional conduct, personal branding and positive digital footprints.	Lesson 1: Planning your future pathway - Different pathways: full time education, apprenticeships or employment with training - Using Unifrog to support your research		This unit is strategically sequenced in Year 10 to support students as they begin making decisions about their post-16 pathways and future careers. During this year, students receive a personalised guidance interview from a qualified and impartial careers adviser and take part in mock interview events with local employers. The unit therefore provides students with the knowledge, confidence and practical skills needed to engage fully with these opportunities and make informed decisions about their next steps. Students begin by exploring the wide range of pathways available after Year 11, including sixth form, further education colleges, apprenticeships and employment with training. Using careers platforms such as Unifrog, students learn how to research opportunities, understand entry requirements and consider how their interests, strengths and aspirations may influence future choices. This supports students in developing realistic and ambitious plans for their future. The unit then focuses on employability skills and the recruitment process. Students learn about personal branding and how employers assess applicants through application forms, shortlisting and interviews. They develop the skills required to produce strong applications and gain an understanding of what employers are looking for when recruiting young people. Dedicated lessons on interview techniques help students prepare for a range of interview formats, including face-to-face, online, telephone and panel interviews. Students practise answering common interview questions, presenting themselves professionally and demonstrating the skills and qualities valued by employers. The final lesson explores the importance of building a positive professional profile, including managing a digital footprint responsibly. As employers, colleges and training providers increasingly review applicants' online presence, students are encouraged to reflect on how their online activity can support or hinder future opportunities. This builds on previous learning about digital citizenship and online safety, helping students make informed choices about their online reputation. This unit also supports the school's commitment to the Gatsby Benchmarks for Good Career Guidance by helping students understand the range of opportunities available, develop meaningful encounters with employers and prepare effectively for future education, training and employment. These skills will continue to be developed throughout Key Stage 4 as students prepare for the transition to post-16 education and the world of work.
	Lesson 2: Applying for a job - Your personal brand - Process of securing a job: application, short-listing, interviews and job offers - Preparing a strong application		
	Lesson 3: Interview Techniques - Different types of interviews: Face-to-Face, Online, Telephone and Panel - Interview structure and good preparation - Answering interview questions and professional conduct	2e	
	Lesson 4: Building your professional profile - Curating your online presence successfully - Digital footprint	3l	

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Year 10 Summer 2

Sum 2	Lesson Breakdown	Statutory Links	11iOverview and Sequencing
Families, Parenting and Relationships: Parenting responsibilities, families and conflict, honour-based abuse, pregnancy choices, and the impact of parenting on young people.	Lesson 1: Parenting and Family Conflict - Legal and moral duties of parents - Parenting challenges at different ages e.g. babies compared to teenagers - Managing respectfully with empathy and understanding	1a, 1b, 1g	This unit builds on previous learning about healthy relationships, consent, safeguarding and family life. As students approach adulthood, it is important that they understand not only intimate relationships but also the responsibilities, challenges and decisions that can arise within family life. The unit encourages students to think critically about the realities of parenting, family relationships and the support available when facing difficult situations. Students begin by exploring the legal and moral responsibilities of parenting, considering how the needs of children change from infancy through to adolescence. They examine the challenges parents may face and how empathy, communication and respectful conflict resolution can help families manage disagreements and maintain positive relationships. Building on previous safeguarding learning, students then explore honour-based abuse, including forced marriage, female genital mutilation (FGM), emotional abuse, sexual violence and so-called “honour”-based violence. Students learn to recognise warning signs, understand the legal protections that exist and know how to seek support for themselves or others. The unit then considers the realities of becoming a parent at a young age, examining the impact that parenting responsibilities can have on education, employment, finances, relationships and wellbeing. Students explore the pressures that young parents may experience and the sources of support available to help them manage these responsibilities successfully. The final lesson focuses on pregnancy and the choices available when a pregnancy occurs, including parenting, adoption and abortion. Students learn where to access reliable, confidential advice and support while developing the critical thinking skills needed to distinguish between trustworthy information and misinformation. This unit provides important preparation for adult life by helping students understand the responsibilities that accompany family relationships, the support available during challenging circumstances and the importance of making informed, respectful and responsible decisions. It also reinforces key themes from across the Personal Development curriculum, including safeguarding, consent, healthy relationships and individual rights and responsibilities.
	Lesson 2: Honour-Based Violence - Different types of honour-based violence: forced marriage, FGM, physical or emotional abuse, sexual violence, so-called “honour killings” - Honour-Based Abuse and Law	1h, 1e, 4i, 4l, 4m	
	Lesson 3: How can parenting affect a young couple? - Impact of parenting responsibilities - Conflict between parents - Pressures – financial, impact on education or work, impact on relationship - Support for young parents	1b, 1f, 1g	
	Lesson 4: Pregnancy Choices - Pregnancy options: keeping a pregnancy, abortion and adoption - Where to access confidential advice - Reliable and unreliable sources of advice	4e, 5d, 5g, 5l, 1l, 1h, 11h, 11i, 11g, 11c	

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LEARN, THRIVE, SUCCEED

Year 11

Year 11 Lesson Breakdown

Autumn 1	Autumn 2
Securing success in Year 11	Healthy Lifestyles and Relationships
1. Revision in Year 11	1. Fuelling your body and Brain
2. Organisation in Year 11	2. Healthy sleep routines
3. Take Home Pay	3. Looking after mental health
4. STIs and Contraception	4. British Values: Tolerance
5. Self-Examination	5. Intimacy and consent
6. Online presence and private content	6. Impact of pornography
7. Taking control online	7. Coercion, stalking and harassment
8. Challenging Victim Blaming	8. Sextortion
9. Online Scams	
Spring	
1. Different types of employment at 16	6. Stress, anxiety and reframing negative thinking
2. Speaking up at work	7. Managing bereavement and grief
3. Credit, debit and budgeting	8. Accessing local health services
4. Independent living	9. Organ donation
5. Healthy adult relationships and red flags	

Theme

Health & Wellbeing

Relationships

Wider World Inc CEIAG

Citizenship

Year 11 Autumn

Aut 1	Lesson Breakdown	Statutory Links	Overview and Sequencing
Being Independent 1: Revision and organisation in Year 11. Take Home Pay. STIs Contraception. Cancer, screening and self-examination including testicular, breast and skin cancer. Sextortion and victim blaming. Online scams awareness.	Lesson 1: Revision in Year 11 Different strategies and support available. Avoiding cramming.		This unit acts as a bridging unit while recently updated RSHE guidance is incorporated into the curriculum. As a result, students are taught important safeguarding topics that previous year groups may not have covered, including online sexual harms such as sextortion. The unit brings together key themes from across Personal Development to ensure students receive essential knowledge and skills before leaving compulsory education. Students learn about self-examination, cancer awareness and how to access appropriate health services, encouraging them to take increasing responsibility for monitoring their own health and recognising when to seek help. The unit also supports students through the demands of Year 11 by revisiting organisation, revision strategies, stress management and maintaining a healthy balance between academic commitments and wellbeing. As many students begin part-time employment, the unit includes financial education focused on understanding take-home pay, taxation, National Insurance and checking payslips accurately. Finally, students revisit sexual health, contraception and sexually transmitted infections (STIs), building on learning from Year 9 and ensuring they understand how to protect themselves and others, access support confidentially and make informed decisions as they prepare for adulthood and life beyond school.
	Lesson 2: Organisation in Year 11 Work-life balance. Revision timetables.		
	Lesson 3: Take Home Pay Tax, National Insurance and reading payslips. Budgeting.	C14	
	Lesson 4: STIs and Contraception Different types of contraception. Protection against STIs. Where to seek support.	5f, 5g, 5h, 5i	
	Lesson 5: Self-Examination - Cancer and importance of monitoring your own body - Skin cancers, breast cancer and testicular cancer. How to self-examine and what to do. - Screening programmes	11d, 11e, 11h, 11i	
	Lesson 6: Online Pressure and Private Content - Sextortion risks and harms - Tactics used by perpetrators e.g. love bombing, fake profiles, fake profiles	2a, 3a, 3c, 3d, 3e, 3f, 3j, 3n, 7c	
	Lesson 7: Taking Control Online - Financially Motivated Sexual Extortion vs. Blackmail for Further Images - AI Generated Images - Barriers to reporting and how to overcome these	3a, 3c, 3f, 3g, 3n, 7c	
	Lesson 8: Challenging Victim Blaming - Supporting victims to encourage reporting - Signposting support	2b, 3n, 7c	
	Lesson 9: Online Scams - Financial harm, financial risk and financial exploitation - Warning signs of scams and how to protect yourself	3a, 3b, 3n, 6h, 7c	

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Year 11 Spring

Spring	Lesson Breakdown	Statutory Links	Overview and Sequencing
Being Independent 2: Different types of employment at 16, Speaking up at work, Accessing local health services, organ donation, bereavement and grief. Independent living, renting and managing bills.	Lesson 1: Different types of employment at 16 Working at 16 and the law. Hours, payment and limits.	C13	This unit acts as a second bridging unit, ensuring Year 11 students have access to important content introduced through the updated RSHE guidance before they leave compulsory education. Moving forward, some of these topics will be taught earlier in the curriculum, but this unit ensures that current Year 11 students receive the knowledge and skills needed to support a successful transition into adulthood. A significant focus is placed on employment and employability, helping students understand workplace rights and responsibilities, employment law, working hours, and how to challenge discrimination or unfair treatment. Students also learn how to speak up appropriately in the workplace, understand the role of trade unions, and develop positive professional relationships with employers and colleagues. The unit builds on the financial education delivered throughout the curriculum by revisiting credit, debit and budgeting before applying these concepts to independent living. Students learn about key financial responsibilities they are likely to encounter in adulthood, including renting, mortgages, household bills and managing money effectively. They also discuss how to stay safe when travelling independently, helping to prepare them for increasing independence after Year 11. The unit includes further learning on emotional wellbeing, focusing on bereavement and grief, experiences that most people encounter during their lives but which are often difficult to discuss openly. Using resources from Winston's Wish, a leading childhood bereavement charity, students explore healthy ways to support themselves and others during periods of loss and change. Finally, students develop their understanding of healthcare and personal responsibility as they prepare for adulthood. They learn about local health services, what healthcare support they can access as they become more independent, and the importance of seeking help when needed. The unit also explores organ donation in the UK, including the law, individual rights and choices, and the role that informed decision-making plays in this important area of public health. Together, these lessons equip students with practical knowledge and life skills that will support their wellbeing, independence and successful transition beyond school.
	Lesson 2: Speaking up at work Trade unions, seeking support and tackling discrimination.	C13	
	Lesson 3: Credit, debit and budgeting Revisit of managing money effectively	C14	
	Lesson 4: Independent Living Rent, mortgages, bills and going abroad.	C14, 12a	
	Lesson 5: Healthy adult relationships and red flags - Revisit of consent and healthy intimate relationships. - Recognising abusive relationships including where to see support.	1a, 1h, 1f, 1h, 2a, 2b, 2c, 2e, 2g, 2h, 2i, 2j, 4a, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 4j, 4p, 5k, 5l	
	Lesson 6: Stress, anxiety and reframing negative thinking - Recognising stress, anxiety and 'normal' worrying feelings - Managing your emotional wellbeing	6a, 6b, 6c, 6d, 6e, 6f, 6g, 6i, 7a, 7b	
	Lesson 7: Managing bereavement and grief Talking to someone who has experienced loss and supporting them	1f	
	Lesson 8: Accessing local health services - Local services including pharmacies and the services and support they can offer - Gillick Competency	11d, 11h, 11i	
	Lesson 9: Organ Donation and choices Organ donation in the UK rights, responsibilities and options available to donors	8d	

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Astrea Academy Trust

INSPIRING BEYOND MEASURE



[Relationships Education, Relationships and Sex Education and Health Education guidance
\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Mapping Statutory RSE Content

1.Families

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
1a	That there are different types of committed, stable relationships.		★	★	★	★
1b	How these relationships might contribute to human happiness and their importance for bringing up children.		★	★	★	★
1c	Why marriage or civil partnership is an important choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.			★		
1d	That 'common-law- marriage is a myth and cohabitant do not obtain marriage-like status or rights from living together or by having children.			★		
1e	That forced marriage and marrying before the age of 18 are illegal.			★	★	
1f	How families and relationships change over time, including through birth, death, separation and new relationships.			★	★	★
1g	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.			★	★	
1h	How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	★	★	★	★	★

2. Respectful relationships including friendships

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
2a	The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	★	★	★	★	★
2b	How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	★	★	★	★	★
2c	The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	★	★	★	★	★
2d	What tolerance requires, including the importance of tolerance of other people's beliefs.	★	★	★	★	★
2e	The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	★	★	★	★	★
2f	The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.	★	★	★	★	★
2g	Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.	★		★	★	★
2h	The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	★	★	★	★	★
2i	How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	★	★	★	★	★

2. Respectful relationships including friendships

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
2j	How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.			★	★	★
2k	How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.			★	★	
2l	Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.				★	

3. Online Safety and awareness

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
3a	Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	★		★	★	★
3b	Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	★		★	★	★
3c	The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	★		★		
3d	Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	★		★		
3e	That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.			★	★	★

3. Online Safety and awareness

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
3f	What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	★	★	★	★	★
3g	About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.		★	★	★	★
3h	That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.		★	★	★	★
3i	That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	★	★	★	★	★
3j	How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	★	★	★	★	★
3k	That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.			★	★	★
3l	How information and data is generated, collected, shared and used online.	★	★		★	
3m	That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	★	★			★

3. Online Safety and awareness

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
3n	That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.			★		★
3o	That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.		★	★		

4. Being Safe

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
4a	How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	★	★	★	★	★
4b	That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	★	★	★	★	★
4c	How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	★	★		★	★
4d	How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	★	★	★	★	
4e	What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	★		★	★	★
4f	That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	★		★	★	★

4. Being Safe

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
4g	The concepts and laws relating to sexual violence, including rape and sexual assault.			★	★	★
4h	The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.			★	★	★
4i	The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.		★	★	★	★
4j	That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.			★	★	★
4k	The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.		★	★	★	
4l	The concepts and laws relating to forced marriage.			★	★	
4m	The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	★		★	★	

4. Being Safe

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
4n	That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.				★	
4o	That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.			★	★	
4p	How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault		★	★	★	★

5. Intimate and sexual relationships, including sexual health

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
5a	That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.			★	★	
5b	The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.			★	★	
5c	Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.			★	★	
5d	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.			★	★	
5e	That some sexual behaviours can be harmful.			★	★	
5f	The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.			★		★
5g	That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.				★	★
5h	How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma			★		★
5i	The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.			★		★
5j	How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.			★	★	
5k	How and where to seek support for concerns around sexual relationships including sexual violence or harms.			★	★	★
5l	How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.			★	★	★

6. Mental Wellbeing

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
6a	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	★	★		★	★
6b	The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.	★	★		★	★
6c	That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.		★		★	★
6d	That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.		★		★	★
6e	Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.				★	★
6f	How to critically evaluate which activities will contribute to their overall wellbeing.		★		★	★
6g	Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.				★	★
6h	That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.			★		
6i	That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.		★		★	★

7. Wellbeing Online

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
7a	About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		★		★	★
7b	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.					★
7c	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	★		★		★
7d	The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.			★		
7e	How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	★			★	★
7f	The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.				★	
7g	The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.		★		★	

8. Physical Health and Fitness

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
8a	The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.	★			★	
8b	Factual information about the prevalence and characteristics of more serious health conditions.				★	
8c	That physical activity can promote wellbeing and combat stress.		★		★	
8d	The science relating to blood, organ and stem cell donation.					★

9. Healthy Eating

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
9a	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	★			★	
9b	The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.	★			★	
9c	The impacts of alcohol on diet and unhealthy weight gain.		★		★	

10. Drugs, Alcohol, Tobacco and Vaping

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
10a	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.		★	★		
10b	The law relating to the supply and possession of illegal substances.		★	★		
10c	The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.		★	★		
10d	The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.		★	★		
10e	The dangers of the misuse of prescribed and over-the-counter medicines.		★	★		
10f	The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.	★	★	★		
10g	The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.		★	★		

11. Health protection and prevention, and understanding the healthcare system

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
11a	Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.	★				
11b	Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.	★				
11c	How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.				★	
11d	The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.					★
11e	The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.					★
11f	The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.	★		★		
11g	The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.				★	
11h	How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.			★	★	
11i	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.				★	

12. Personal Safety

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
12a	How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).	★				★
12b	How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	★	★	★		
12c	How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	★	★	★		
12d	Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.			★	★	
12e	The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).			★		
12f	The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.		★	★		

13. Basic First Aid

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
12a	Basic treatment for common injuries and ailments.		★		★	
12b	Life-saving skills, including how to administer CPR.		★		★	
12c	The purpose of defibrillators, when one might be needed and who can use them.		★		★	

14. Developing bodies

Matrix	Statutory Content	Year 7	Year 8	Year 9	Year 10	Year 11
14a	The main changes which take place in males and females, and the implications for emotional and physical health.	★				
14b	The facts about puberty, the changing adolescent body, including brain development.	★	★			
14c	About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	★				
14d	The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.			★		



Astrea Academy Trust

INSPIRING BEYOND MEASURE



[National Curriculum - Citizenship key stages 3 and 4 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Mapping Statutory Citizenship Content

a. Key Stage 3 Citizenship

Matrix	Statutory Content	Year 7	Year 8	Year 9
C1	the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch		★	
C2	the operation of Parliament, including voting and elections, and the role of political parties		★	
C3	the precious liberties enjoyed by the citizens of the United Kingdom	★	★	
C4	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals		★	
C5	the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities		★	
C6	the functions and uses of money, the importance and practice of budgeting, and managing risk.	★	★	

b. Key Stage 4 Citizenship

Matrix	Statutory Content	Year 10	Year 11
C7	parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	★	
C8	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	★	
C9	other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	★	
C10	local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	★	
C11	human rights and international law	★	
C12	the legal system in the UK, different sources of law and how the law helps society deal with complex problems	★	
C13	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	★	
C14	the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity	★	
C15	income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	★	