Curriculum rationale & design	Our curriculum is designed collaboratively to equip our scholars with the knowledge, skills, and understanding they need to live successful, happy, and safe lives. The curriculum is built around key themes advocated by the PSHE Association: healthy relationships, physical and mental health and wellbeing, citizenship, and the wider world. These themes are carefully threaded throughout the curriculum to ensure that scholars engage with a broad and varied range of content that is age-appropriate. Safeguarding is at the heart of the curriculum. Key concepts such as consent, peer pressure, and personal boundaries are revisited each year in an age-appropriate and sensitive manner—starting with friendships and gradually building towards more complex topics such as intimate relationships, online safety, and personal agency. Careers education is integral to the Personal Development curriculum. It is embedded in every year group and carefully timed to support key transition points—such as Year 9 options choices, Year 10 mock interviews, and Year 11 post-16 planning. Scholars are supported to explore a wide range of aspirational pathways and make informed decisions about their futures, ensuring they are well-prepared for the world of work and further education. The curriculum also actively promotes equality, diversity, and British Values—including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—ensuring scholars are equipped to contribute positively to life in modern Britain. Our aim is to empower all scholars with the confidence, resilience, and critical thinking needed to navigate the complexities of modern life and to thrive as responsible, active citizens in modern Britain.
Curriculum aims	• Equip scholars with the knowledge, skills, and understanding needed to lead successful, happy, and safe lives. • Empower scholars to recognise and challenge discrimination—including misogyny, racism, and other harmful behaviours—while promoting empathy, respect, and inclusion, so they understand their role in shaping a fair and tolerant society. • Actively promote equality, diversity, and fundamental British Values, such as democracy, individual liberty, and mutual respect. • Ensure a coherent and age-appropriate curriculum that places safeguarding at its core, equipping scholars with the knowledge and skills they need ***before*** they encounter key challenges, through structured progression and the regular revisiting of essential themes. • Integrate high-quality, timely careers education across all year groups, linked to key transition points.

Assessment	Personal Development is assessed to reinforce its status as a subject of equal importance to examined subjects, despite not being formally assessed at Key Stage 4. Assessment also plays a vital role in identifying gaps in knowledge, which can then inform curriculum development and refinement. 'Do Now' tasks are structured to build fluency and interleave knowledge from current, recent, and prior learning. Ongoing assessment of scholar understanding is conducted through live marking and regular low-stakes quizzing, enabling teachers to address misconceptions quickly. Quizzes are embedded at the end of each booklet to help consolidate learning and provide further insight into areas that may need to be revisited. This allows teachers to be responsive in their planning and delivery. Scholars complete formal assessments at the end of the year.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	7.1 Building healthy relationships	7.2 Staying Safe	7.3 Puberty	7.4 Identity and Equality	7.5 Digital Safety	7.6 Finance & Careers
Year 8	8.1 Choices, consequences and risk	8.2 Identity and Relationships	8.3 Emotional and Physical Health	8.4 Navigating online harms	8.5 Citizenship	8.6 Financial Decision Making
Year 9	9.1 Influence and Risk	9.2 Respectful Relationships	9.3 Careers: Options and future decisions	9.4 Intimate Relationships	9.5 Drugs, Alcohol and Addiction	9.6 Understanding and Preventing Hate
Year 10	10.1 Challenging harmful beliefs	10.2 Healthy lifestyles	10.3 Citizenship	10.4 Intimate Relationships	10.5 Careers & Finance	10.6 Families, Parenting and Responsibilities
Year 11	11.1 Being independent (1)		11.2 Being Independent (2)			

Year 7	Subject: Personal Development	Unit title: 7.1 RSE Building Healthy Relationships	Term: Autumn 1

Knowledge (Learn that):

- **Learn that** healthy relationships, both in person and online, are built on respect, trust, and clear boundaries that help everyone feel safe and valued.
- **Learn that** unkind behaviour, including when it is excused as 'banter', can be harmful, and it is important to recognise, respond to, and report bullying in relationships.
- **Learn that** friendship difficulties and conflict can be overcome by understanding and managing the body's stress response.

  Learn that consent must be given freely, willingly, and with capacity.

Disciplinary aims:

- Scholars will develop emotional literacy and self-reflection skills, enabling them to recognise and respond to their own emotions, identify triggers and stress signals.
- Scholars will build conflict resolution skills and relationship awareness, learning to manage conflict respectfully, and understand the features of healthy and unhealthy relationships

Core Vocabulary: respect, friend, conflict, bullying, trust, empathy, risk, peer pressure, assertive, British Values. quality, boundary, respect, nude, banter, protected characteristic, peer pressure, passive, aggressive, assertive, consent, amygdala, fight-flight-freeze.

Revisited vocabulary: amygdala, stress response, pre-frontal cortex, screenshot, offence

Teaching Sequence:

L1: Building healthy friendships
L2: Safe online relationships
L3: Bullying vs. Banter
L4: Managing conflict
L5: Pressure in relationships
L6: Consent *(Focused on friendships *not linked to sexual relationships)*
L7: British Values - Respect in relationships

Links to other units:

This unit builds on the primary curriculum where scholars have learnt:

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

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

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

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

Links to the national curriculum:

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

<table>
<tr><th>Year 7</th><th>Subject: Personal Development</th><th>Unit title: 7.2 Staying Safe</th><th>Term: Autumn 2</th></tr>
<tr><td rowspan="2">Knowledge (Learn that):

• Learn that smoking and vaping both contain addictive substances like nicotine, which can harm your health and lead to long-term consequences such as cancer, breathing problems, and early death.

• Learn that acting responsibly near roads, railways, and water helps keep you and others safe, and breaking safety rules like trespassing can have serious consequences.

• Learn that showing respect and responsibility when travelling or walking—by listening to adults, following safety rules, and resisting peer pressure—keeps everyone safe and reflects British values.</td><td>Vocabulary to consolidate:
assertive, peer pressure, social pressure, nicotine, addiction, smoking, vaping, alcohol, mental health, informed decision, exploitation

Vocabulary to retrieve:

tar, carbon monoxide, disposable, trespass, tombstoning, weir, cold water shock</td><td colspan="2" rowspan="2">Teaching Sequence:
L1: Smoking
L2: Vaping
L3: Road safety
L4: Public transport and travel safety
L5: Railway safety
L6: Water safety
L7: British Values - Rule of Law</td></tr>
<tr><td>Disciplinary aims:

• Apply knowledge about addiction and peer pressure to make sensible choices about smoking and vaping, including recognising situations where someone might be influenced to take risks.

• Explain how following safety rules (e.g. on roads, near water, and around railways) prevents accidents and protects lives.

• Demonstrate responsibility and respect in everyday safety situations — such as travelling on public transport or walking home — by showing awareness of others’</td><td>Revisited Vocabulary:</td></tr>
</table>

needs and understanding how their own actions impact others.		

Links to other units:

It builds on the primary curriculum where scholars have learnt:

- About drugs, alcohol and tobacco
- Staying healthy
- About staying safe, including in water, on the roads and near railways

The knowledge gained in Unit 7.2: Staying Safe provides a foundational knowledge around dangerous substances and behaviours that is revisited and built upon throughout our spiral PSHE curriculum. This is particularly evident in Units 8.1 (Substance Misuse), 8.3 (Emotional Health and Wellbeing), 9.1 (Peer Influence, Substance Misuse & Gangs), and 10.2 (Healthy Lifestyles).

In Unit 8.1, scholars deepen their understanding of risky behaviours linked to peer pressure, and enhance their knowledge of different substances and their effects, such as cannabis. They also gain a foundational understanding of county lines, including how young people may be exploited and the potential implications of being recruited as runners.

By Unit 9.1, scholars are equipped to explore how substance misuse can intersect with other risky behaviours such as gang involvement, knife crime, joint enterprise, and county lines. This unit builds directly on their prior knowledge from 8.1 and also includes a more detailed study of drug classification, exploring how substances are categorised based on their potential harm to individuals and to wider society. Scholars learn about the specific effects of drugs such as cannabis, MDMA, and other party drugs.

In Unit 10.2, scholars revisit themes from earlier units through the lens of exam stress and mental wellbeing, exploring how people manage pressure. They examine both healthy and unhealthy coping strategies, recognising how some turn to substance misuse, while also being encouraged to develop healthier alternatives for managing stress and maintaining a balanced lifestyle.

Links to the national curriculum:

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others
- Personal safety on roads, buses, railways and around water

Year 7	Subject: Personal Development	Unit title: 7.3 Puberty	Term: Spring 1
Knowledge (Learn that): • **Learn that** puberty is a natural stage of development that includes physical, emotional, and hormonal changes, and that these changes happen at different times for different people. • **Learn that** healthy routines — including a balanced diet, regular exercise, good sleep, and personal hygiene — help manage the changes that happen during puberty. • **Learn that** periods are a normal part of puberty and reproductive health, and that there are different sanitary products available to help manage menstrual wellbeing.	**Core vocabulary:** acne, cervix, cortisol, egg (Ovum), empathy, endometrium, endorphins, erection, fallopian tube, Fight Flight Freeze, hormones, melatonin, menstruation, menstrual cup, menstrual cycle, obesity, oestrogen, ovaries, period, period pants, PMS (Premenstrual Syndrome) Puberty, responsible, sanitary pad/towel, self-discipline, serotonin, tampon, temptation, testosterone, uterus (Womb), vagina, wet dream	**Teaching Sequence:** L1: What is puberty? L2: Diet L3: Exercise L4: Personal Hygiene L5: Periods L6: British Values - Individual liberties	
Disciplinary aims: • Explain how physical, emotional and hormonal changes during puberty can affect wellbeing and recognise that experiences of puberty vary between individuals. • Evaluate how lifestyle choices, including diet, exercise, sleep and hygiene, can positively or negatively influence health during adolescence. • Apply knowledge of puberty and reproductive health to make informed decisions about personal wellbeing and self-care.	**Revisited Vocabularly:** Respect British Values Individual Liberties		

• Use appropriate health and wellbeing vocabulary to discuss puberty, menstruation and adolescent development with confidence and respect. • Reflect on how social attitudes, stigma and misinformation can affect understanding of puberty and challenge misconceptions using accurate information. • Identify reliable sources of health information and support for themselves and others.		

Links to other units:

It builds on the primary curriculum where scholars have learnt:

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

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

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

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

Links to the national curriculum:

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

<table>
<tr><th>Year 7</th><th>Subject: Personal Development</th><th>Unit title: 7.4 Identity and Equality</th><th>Term: Spring 2</th></tr>
<tr><td>Knowledge (Learn that):
Learn that everyone has a unique identity that should be respected.
Learn that prejudice, discrimination, and stereotypes can lead to unfair treatment, exclusion, and harm to individuals and communities.
Learn that the Equality Act 2010 protects people from discrimination by law, and lists nine protected characteristics that must be respected in all settings.</td><td>Core Vocabulary: identity, prejudice, discrimination, stereotype, equality, diversity, democracy, British Values, consent, protected characteristics, microaggression, ableism, FGM (Female Genital Mutilation), human rights,</td><td colspan="2" rowspan="3">Teaching Sequence:

L1: Identity
L2: Prejudice and Discrimination
L3: Challenging Stereotypes
L4: Disabilities and Invisible Disabilities
L5: FGM
L6: British Values - Democracy</td></tr>
<tr><td>Disciplinary aims:
Understand how to critically evaluate bias, prejudice, and stereotypes, including how they are formed and how they affect individuals and society.
Apply the concepts of fairness, equality, and rights to real-life situations, including the ability to recognise discrimination and respond appropriately.
Develop the ability to think critically when discussing issues of identity, diversity, and equality — even when views differ.</td><td>Revisited vocabulary: respect, culture, beliefs, rights, fairness, freedom, responsibility</td></tr>
<tr><td colspan="4">Links to other units:

It builds on the primary curriculum where scholars have learnt:
The importance of respecting others, even when they are very different from them and that the same principles apply online as offline, including respect for others.
About stereotypes and that everyone deserves to be treated equally.
What a human right is and that children have their own special rights.</td></tr>
</table>

The knowledge gained in Unit 7.4 on Identity and Equality is developed further throughout our spiral curriculum, particularly in Units 8.2 (Identity and Relationships), 9.2 (Respectful Relationships), 9.4 (Intimate Relationships), 9.6 (Understanding and Preventing Hate), and 10.1 (Challenging Harmful Beliefs).
In Unit 7.4, scholars begin to explore the importance of respecting others regardless of their protected characteristics. They learn how to recognise and challenge prejudice, promote tolerance, and identify and report discriminatory or bullying behaviours.

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

In Year 9, Units 9.2 and 9.4 revisit these themes in the context of respectful and intimate relationships, including a more detailed look at different sexual orientations and identities. In Unit 9.6, scholars explore prejudice and discrimination in greater depth through the study of misogyny, homophobia, Islamophobia, and the Pyramid of Hate, helping them understand how harmful attitudes escalate.
Finally, in Unit 10.1, these concepts are extended further as scholars explore radicalisation and extremism, learning how discriminatory beliefs can lead to extremist ideologies and the importance of recognising and challenging harmful narratives.

Links to the national curriculum:

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

<table>
<tr><th>Year 7</th><th>Subject: Personal Development</th><th>Unit title: 7.5 Digital Safety</th><th>Term: Summer 1</th></tr>
<tr><td>Knowledge (Learn that):
Learn that social media and online platforms can carry risks such as grooming, cyberbullying, and exposure to harmful content, and that there are ways to stay safe and seek help.
Learn that information online can be biased, misleading, or fake (e.g. deepfakes and fake news), and that developing critical thinking helps protect us from being misled.
Learn that our online experiences are shaped by algorithms, and overuse (e.g. doomscrolling) can impact our mental wellbeing.</td><td rowspan="2">Core Vocabulary:
exploitation, privacy settings, fake news, deepfake, algorithm, doomscrolling, bias, misinformation, digital footprint, personal information

Revisited vocabulary:
Cyberbullying, consent, mental health, respect, bullying</td><td colspan="2" rowspan="2">Teaching Sequence:

L1: Safer Online Relationships
L2: Respectful Behaviour Online
L3: Safer Online Gaming
L4: Biased and Misleading Information
L5: Your digital Footprint</td></tr>
<tr><td>Disciplinary aims:
Critically evaluate digital content – identifying bias, fake news, deepfakes and when algorithms have been used.
Enhance decision-making skills online, knowing when to report unkind or suspicious behaviours linked to grooming and cyberbullying
Understand and explain digital responsibilities for everyone who accesses online platforms or messaging services.</td></tr>
<tr><td colspan="4">Links to other units:

It builds on the primary curriculum where scholars have learnt:
To recognise harmful behaviour online, including bullying, and how to report and respond.
That information shared online can last forever and that not all information online is true.</td></tr>
</table>

- Different types of bullying, the impact it has, and how to challenge it
- To use technology safely and responsibly, including recognising acceptable/unacceptable behaviour and identifying fake content, reporting this when necessary to a trusted adult.

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

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

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

Links to the national curriculum:

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

Year 7	Subject: Personal Development	Unit title: 7.6 Finance	Term: Summer 2
Knowledge (Learn that): • **Learn that** a budget compares income and expenditure, and that managing money wisely means distinguishing between needs and wants. • **Learn that** people can earn income in different ways (e.g. jobs, self-employment, apprenticeships) and that the minimum and living wage are legal protections for workers. • **Learn that** advertising and marketing influence spending decisions, and being a critical consumer helps make more conscious, ethical, and informed choices.	**Core Vocabulary:** Budget, incomes, expenditure, need, want, inflation, minimum wage, living wage, critical consumer, emergency fund, freelance, self-employed, conscious consumerism, impulse buying, cost of livingF **Revisited Vocabulary:** British Values, individual liberties	**Teaching Sequence:** L1: Spending Decisions L2: How to Budget L3: Getting a Job L4: Impact of Inflation L5: Being a Critical Consumer L6: Budgeting for a Holiday	
Disciplinary aims: • Develop the ability to apply knowledge about puberty, hygiene, diet, sleep, and exercise to make responsible and healthy lifestyle choices that support physical and emotional wellbeing. • Learn to reflect on personal choices and demonstrate self-discipline, respect, and empathy when discussing sensitive topics and managing changes during puberty.			

Links to other units:

It builds on the primary and KS3 curriculum where scholars have learnt:

- Understanding the concept of caving and spending, the value of money, and making choices about money
- Applying knowledge of decimals to budgeting and prices
- Careers (Gatsby) – Begin to understand different types of work and income sources

The knowledge gained in Unit 7.6 on finance and careers forms the foundation for future financial literacy and careers education. It introduces scholars to key concepts such as the

difference between needs and wants, which are built upon throughout the curriculum. Financial education is revisited and developed in Unit 8.5 (My Personal Brand), Unit 8.6 (Financial Decision-Making), Unit 9.3 (Options and Careers), Unit 10.5 (Careers and Finance), and Unit 11.1 (Being Independent).

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

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

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

Links to the national curriculum:

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

Year 8	Subject: Personal Development	Unit title: 8.1 Choice, Consequence and Risk	Term: Autumn 1

Knowledge (Learn that):

- **Learn that** all drugs — whether legal, illegal, or prescribed — can have short- and long-term effects on physical and mental health, and may lead to addiction.
- **Learn that** county lines is a form of child criminal exploitation where young people are groomed, coerced, or threatened into transporting drugs, and that recognising the signs and knowing how to seek help is essential for staying safe.
- **Learn that** UK law classifies drugs (A, B, C) and sets legal restrictions on alcohol and vaping to protect health and wellbeing — especially for young people.

Core Vocabulary: Addiction, prescription drugs, legal, illegal, drug classifications (A,B,C), Paranoia, coercion, stimulant, depressant, possession with intent to supply,

Teaching Sequence:
L1: Should we be worried about vaping?
L2: Illegal vs/ Legal drugs
L3: Alcohol
L4: Drugs and alcohol in the media
L5: County Lines
L6: Signs of county lines and support
L7: British Values - Rule of Law and ASB

Disciplinary aims:

- Assess risk by assessing the effects of substances on health and wellbeing.
- Evaluate information from media,the law, peers, and society to make informed personal decisions.

Revisited Vocabulary: vaping, peer pressure, alcohol, respect, risk

Links to other units:

It builds on the Y7 curriculum where scholars have learnt:

- About the affects of vaping, smoking and alcohol
- That peer pressure can influence our decisions, particularly during puberty

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

Links to the national curriculum:

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

Year 8	Subject: Personal Development	Unit title: 8.2 Identity and Relationships	Term: Autumn 2
Knowledge (Learn that): • **Learn that** unhealthy relationships may involve control and manipulation • **Learn that** relationships can take many forms, and that assumptions, stereotypes, and media portrayals can create unrealistic expectations.	**Core Vocabulary:** Homosexual, heterosexual, transphobia, cohabitation, civil partnership, marriage, coercion, common-law partner **Revisited Vocabulary:**	**Teaching Sequence:** L1: Relationship Values L2: Different types of long-term relationships L3: Conflict in relationships L4: Influences and Relationship expectations L5: Sexual Orientation L6: Consent and avoiding assumptions L7: British Values - Respect	

• **Learn that** understanding and respecting identity, including sexuality and gender, helps prevent discrimination and supports inclusive, safe relationships.	respect, trust, boundaries, consent, conflict, discrimination, empathy, communication	
Disciplinary aims: • Distinguish between healthy and unhealthy behaviours in relationships • Analyse how social norms, stereotypes, and media messages can affect expectations and pressures in relationships. • Evaluate how language, identity, and mutual understanding shape inclusive and respectful communities.		

Links to other units:

It builds on the primary curriculum where scholars have learnt:

- About drugs, alcohol and tobacco
- Staying healthy
- About staying safe, including in water, on the roads and near railways

The knowledge gained in Unit 8.2 (Identity and Relationship) revisits knowledge taught in 7.1 (Building Healthy Relationships) which introduced boundaries, consent and key qualities of healthy relationships being respect and trust. In 7.4 (Identity & Equality), scholars focused on protected characteristics, respect, prejudice, stereotypes and discrimination, meaning they should already have a basic understanding of these terms prior to teaching this unit.
By Year 9 scholars will explore more mature themes around healthy relationships. In Units 9.2 and 9.4, scholars will be equipped to explain the characteristics of healthy intimate relationships, grounded in mutual respect. They will also explore how to recognise and respond to serious conflict, including how to report coercive or harmful behaviours appropriately. They will also access more mature themes around discrimination in 9.6 (Understanding and Preventing Hate) and 10.1 (Challenging harmful beliefs).

Links to the national curriculum:

- The characteristics of positive and healthy relationships
- That there are different types of committed, stable relationships.
- Importance of respect and tolerance for others with different faiths, beliefs and sexuality.
- Legal rights and responsibilities around consent

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.

Year 8	Subject: XX	Unit title: 8.3 Health & Wellbeing: Emotional & Physical Health	Term: Spring 1
Knowledge (Learn that): • Learn that mental health can be supported through healthy routines, self-care strategies, and understanding both helpful and harmful coping mechanisms.	**Core vocabulary:** adrenaline, adolescence, amygdala, check in, coping strategies, distraction, dopamine, empathy, endorphin, hippocampus, neuroscience, pre frontal	**Teaching Sequence:** L1: Mental and Emotional Health L2: Supporting others with their mental health L3: Healthy and Unhealthy Coping Strategies L4: Digital Resilience L5: Body Image L6: British Values - Tolerance	

• Learn that stigma around mental illness can prevent people from seeking support, and empathy and non-judgemental language can make a difference. • Learn that digital resilience and body image awareness are essential for mental wellbeing in the online world.	cortex, pressure, puberty, rumination, serotonin, stigma, stress, warning signs, wellbeing **Revisited vocabulary:** Mental health, social media, hormones	
Disciplinary aims: • Identify healthy and unhealthy coping strategies and understand their impact on emotional wellbeing. • Analyse the role of stigma in mental health and how to challenge it using respectful and empathetic language. • Evaluate online influences on mental health, including how to practise digital resilience and challenge unrealistic standards.		

Links to other units:

This unit builds on prior knowledge from Year 7 and Year 8, where scholars have already explored:

- The importance of sleep during puberty and strategies to manage emotional changes
- The concept of stigma, particularly through the lens of identity
- The physical and emotional effects of drug use
- The meaning and importance of digital resilience

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

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

Links to the national curriculum:

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

Year 8	Subject: Personal Development	Unit title: 8.4 Wider World – Navigating Online Harms	Term: Spring 2
Knowledge (Learn that): • **Learn that** online content and experiences are shaped by digital technologies, including algorithms, artificial intelligence and social media platforms. • **Learn that** individuals have rights and responsibilities online, including respecting consent, privacy and others'	**Core Vocabulary:** Algorithm, Trend, Engagement, Deepfake, Artificial Intelligence (AI), Misinformation, Verification, Consent, Privacy, Digital Footprint,	**Teaching Sequence:** **L1: Trends and algorithms** • Social media platforms use algorithms to decide what content users see. • Algorithms are designed to keep users engaged for longer. • Online trends can spread quickly and influence behaviour. • Not everything that is popular online is safe, reliable or appropriate.	

dignity. • **Learn that** critical thinking can help people recognise online harms, challenge harmful narratives and make informed decisions. **Disciplinary aims:** • To develop media literacy skills that enable scholars to critically evaluate online content. • To apply knowledge of rights, responsibilities and respectful relationships to online interactions. • To recognise and challenge misinformation, harmful narratives and discriminatory content. • To make safe, informed and responsible decisions when using digital technologies. • To evaluate the reliability and credibility of sources using evidence and critical thinking.	Misogyny, Stereotype, Bias, Reliable Source, Critical Thinking **Revisited Vocabulary:** **R**espect Equality Discrimination Prejudice Inclusion Protected characteristic Rights Responsibilities Democracy Consent	• Users should think critically about the content they view and share. **L2: Digital Deception** • Digital deception involves misleading or manipulating people using technology. • Deepfakes use artificial intelligence to create realistic but false images, videos or audio. • Not everything online is genuine or trustworthy. • Deepfakes can be used to spread misinformation, scams or reputational harm. • People should verify information before believing or sharing it. **L3: Sharing images and online pressure** • Once an image is shared online, it can be difficult or impossible to completely remove. • People should never feel pressured to share images of themselves. • It is important to respect consent when sharing photographs. • Sharing certain images without consent can be harmful and illegal. • Trusted adults can provide support if someone experiences online pressure. **L4: Harmful online narratives** • Online content can sometimes promote harmful beliefs and stereotypes. • Misogyny is prejudice, discrimination or hatred directed towards women and girls. • Harmful online narratives can normalise disrespectful behaviour. • Online content can influence attitudes, beliefs and behaviour. • Challenging harmful content helps create safer and more respectful communities. **L5: Critical thinking** • Critical thinking involves questioning and evaluating information before accepting it as true. • Reliable information often comes from trustworthy and verifiable sources. • Content online may contain bias or incomplete information. • Checking multiple sources can improve understanding.

		• Critical thinking supports safe and informed decision-making.

Links to other units:

The knowledge gained in Unit 8.4 builds on scholars' understanding of identity, respectful relationships, equality and rights developed throughout Year 7. In Unit 7.6 (Identity), scholars explored prejudice, discrimination and challenging stereotypes, providing foundations for understanding harmful online narratives. In Unit 8.2 (Identity and Relationships), scholars developed their understanding of protected characteristics, consent and respectful relationships, which supports learning about image sharing, online pressure and misogyny. Knowledge from this unit will be revisited in Unit 9.6 (Understanding and Preventing Hate), where scholars consider how harmful beliefs can develop and spread, including online. In Year 10, scholars build on this understanding through Unit 10.1 (Challenging Harmful Beliefs), exploring misinformation, extremism, radicalisation and the influence of online content on attitudes and behaviours.

Links to the national curriculum:

This unit links to the statutory RSHE curriculum through:

- Respectful relationships, including recognising prejudice, discrimination and harmful behaviour.
- Online relationships, including understanding appropriate online behaviour and consent.
- Internet safety and harms, including identifying misleading information and managing online risks.
- Understanding how information and data are generated, collected, shared and used online.
- Developing resilience and strategies for seeking support when encountering harmful content online.
- Developing critical thinking skills to evaluate information and make informed decisions.

Year 8	Subject: Personal Development	Unit title: 8.4 Wider World: Citizenship	Term: Summer 1
Knowledge (Learn that): • **Learn that** democracy enables citizens to influence decision-making through voting and representation. • **Learn that** Parliament, the legal system and the courts	**Core Vocabulary:** Fairness, debate, Representative democracy, constituency, MP (Member of Parliament), House of	**Teaching Sequence:** **L1: What is democracy?** • There are two types of democracy: direct democracy, where citizens vote on issues directly, and representative democracy, where elected officials (like	

play important roles in creating, applying and upholding laws. • **Learn that** citizens have rights and responsibilities and can contribute positively to society through active participation and respect for the rule of law.	Commons, House of Lords, Green Paper, White Paper, Bill, Loophole, criminal responsibility, **Vocabulary to retrieve:** Democracy	MPs) make decisions on behalf of citizens. • A MP (Member of Parliament) represents a constituency, which is a defined local area. • Fairness in elections is promoted through processes such as free elections, secret ballots, and equal voting rights. **L2: Elections and Voting** • Elections allow citizens to choose representatives to make decisions on their behalf. • In the UK, most citizens can vote from the age of 18 if they are registered to vote. • Political parties present policies and candidates during election campaigns. • The UK uses a voting system called First Past the Post for General Elections. • The Monarch remains politically neutral and has a constitutional role within the UK's democracy. **L3: Elections and Voting** • The House of Commons is the elected chamber of Parliament. • MPs represent constituencies and raise issues that affect their local communities. • The House of Commons debates laws, scrutinises government actions and holds ministers accountable. • Most new laws are debated and voted on in the House of Commons. • The government is usually formed by the political party with the most MPs. **L4: House of Lords** • The House of Lords is the unelected chamber of Parliament. • Members include life peers, bishops and a small number of hereditary peers. • The House of Lords examines, debates and suggests changes to proposed laws. • The House of Lords acts as a revising chamber and provides expertise on a
Disciplinary aims: • To understand how democratic institutions and processes influence decision-making in the UK. • To analyse the role of laws, Parliament and the justice system in maintaining a fair society. • To evaluate the rights and responsibilities of citizens and how individuals can participate positively in civic life. • To develop skills of debate, discussion and informed decision-making when considering social and political issues**.**		

		range of issues. • Although it can delay legislation, the House of Lords cannot usually prevent elected MPs from passing laws. **L5: How laws are made** • The UK law-making process includes consultation through Green Papers (discussion documents) and White Papers (firm proposals). • A proposed law is called a bill, which goes through several stages in both houses of Parliament before becoming law. • A loophole is an unintended gap or ambiguity in the law that people may exploit. • Debating laws carefully is important to make sure they are fair, enforceable, and effective. **L6: The legal system** • Rules and laws are essential for order and safety in society (and school!). • All individuals have a responsibility to know and follow the law, including laws in other countries they may visit. • Age restrictions exist for safety reasons (e.g. alcohol, driving, **voting,** etc.). • The age of criminal responsibility in the UK is 10 years old, meaning children can be arrested and charged from that age. **L7: Justice and the Courts** • Courts help ensure laws are applied fairly and consistently. • Criminal cases involve offences against the law, while civil cases involve disputes between individuals or organisations. • Judges oversee legal proceedings and ensure trials are conducted fairly. • Magistrates and juries may help decide outcomes in different types of cases. The principle of justice means that everyone should be treated equally under the law.

Links to other units:

It builds on the Year 7 curriculum where scholars have learnt:

- About British Values, including democracy and mutual respect.
- About identity, equality and inclusion.
- About rights and responsibilities within communities and relationships.

The knowledge gained in Unit 8.5 develops scholars' understanding of citizenship and democratic participation. It builds on learning from Unit 8.2 (Identity and Relationships), where scholars explored equality, protected characteristics and the Equality Act 2010, providing context for understanding how laws protect rights. It also connects to Unit 8.4 (Navigating Online Harms), where scholars considered rights, responsibilities and respectful participation in digital spaces.
Scholars will revisit these themes in Unit 9.6 (Understanding and Preventing Hate), where they explore discrimination, hate crime and the role of the law in protecting individuals and communities. In Year 10, scholars build on this foundation through Unit 10.1 (Challenging Harmful Beliefs), examining democracy as a safeguard against extremism and misinformation, and through Unit 10.4 (Rights and Responsibilities), where they study civic participation, justice and the legal system in greater depth.

Links to the national curriculum:

Citizenship (KS3)

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including the role of MPs, the House of Commons and the House of Lords.
- The precious liberties enjoyed by citizens of the United Kingdom.
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.
- The functions and uses of laws and the justice system in the UK.
- Understanding and exploring diverse national, regional, religious and ethnic identities in the United Kingdom.
- The different ways in which a citizen can contribute to the improvement of their community.
- Developing skills to think critically, debate, discuss and evaluate political and social issues.

Year 8	Subject: Personal Development	Unit title: 8.6 Financial Decision Making	Term: Summer 2
Knowledge (Learn that): • **Learn that** there are a variety of features and	**Core vocabulary:** Bank account, savings account, current account, interest,	**Teaching Sequence:** L1: Spending Decisions L2: How to Budget	

purposes of different types of bank accounts and financial tools, including current accounts, savings accounts, debit, credit, and prepaid cards. • **Learn** how to read and interpret a bank statement to track financial activity, manage spending, and understand transactions. • **Learn that** saving is important and the concepts of saving, interest, and making responsible choices when using money or credit.	debit card, credit card, APR, credit limit, deposit, overdraft ISA, balance, transactions, direct debit, statement **Vocabulary to retrieve:** Budgeting, income, spending, needs, wants, responsibility, risk, planning	L3: Getting a Job L4: Impact of Inflation L5: Being a Critical Consumer L6: British Values - Budgeting for a Holiday (Individual Liberties)
Disciplinary aims: • Develop critical thinking about personal money choices and the consequences of borrowing vs saving. • Analyse real-world financial documents like bank statements to build financial literacy. • Understand how financial behaviour impacts future independence and wellbeing.		

Links to other units:
It builds on the Year 7 curriculum where scholars have learnt:

- **Budgeting** in Year 7
- **Consumer Responsibility** – understanding advertising, credit, and informed choices
- **Online Safety** – protecting personal information in banking and digital finance

knowledge gained in Unit 8.6 (Finance) builds on knowledge scholars have acquired in previous units in Year 7 notably (7.4 Finance and Careers) where scholars were introduced to the concepts of needs, wants and budgeting – which are now explored in greater depth with reference bank statements, different types of credit and the importance of saving. Scholars will revisit these themes of financial literacy in unit 10.5 (Finance and Careers) where they cryptocurrencies, identifying scams and money mules.

Links to the national curriculum:

PSHE (non-statutory guidance):

- Managing money: income and expenditure, budgeting, saving and credit

- Understanding financial products and services
- Recognising how financial decisions can impact long-term wellbeing

Citizenship (KS3):

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

Year 9	Subject: Personal Development	Unit title: 9.1 Influence and Risk	Term: Autumn 1
Knowledge (Learn that): • Learn that peer pressure, online influence and manipulation can affect decision-making, and	**Core vocabulary:** Peer influence, Malicious Communications Act, Communications Act, Criminal	**Teaching Sequence:** **L1: Pressure and Risk** **L2: Trust and Hidden Agendas**	

individuals can develop strategies to resist unsafe pressure. • Learn that exploitation, scams, gangs and county lines operations can cause significant harm, and it is important to recognise warning signs and seek support. • Learn that laws, personal responsibility and informed decision-making help protect individuals and communities from harm.	gang, turf wars, hidden agenda, mitigating factors, aggravating factors, sentencing, curfew, custodial sentence, community service, fine, suspended sentence, discharge	**L3: Online Pressure and Private Content** **L4: Taking control online** **L5: Challenging victim blaming** **L6: Online Scams** **L7: Serious Organised Crime (County Lines)** **L8: Knife Crime**
Disciplinary aims: • Analyse how social influences like peer pressure and grooming can affect decision-making. • Evaluate how laws and systems (e.g. Communications Act, laws on drugs and knives) aim to protect people and communities. • Apply knowledge of rights, safety, and reporting methods to hypothetical and real-world scenarios. Reflect on personal values and the consequences of risky behaviours.	**Vocabulary to retrieve:** Trust, risk, grooming, exploitation, county lines, critical thinking, cyberbullying, influence, bystander, respect, active bystander, boundaries, cuckooing, trap house, consequence, anti-social behaviour, community,	

Links to other units:

From Year 7:

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

From Year 8:

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

Forward Links:

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

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

Links to the national curriculum:

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

Year 9	Subject: Personal Development	Unit title: RSE: Respectful Relationships	Term: Autumn 2
Knowledge (Learn that): • **Learn that** healthy relationships are built on	**Core vocabulary::** commitment, marriage, emotional abuse, coercive	**Teaching Sequence:** **L1: Different families**	

communication, trust, commitment, and mutual respect, and that there are different legal and emotional responsibilities within family and romantic relationships. • **Learn that** abuse in relationships, including gaslighting, coercive control, harassment and stalking, can have serious emotional and legal consequences and must always be reported. • **Learn that** recognising and respecting personal boundaries helps prevent harm, and that everyone has the right to feel safe in relationships and online.	control, harassment, stalking, civil partnership, arranged marriage, dissolution, cohabitation, gaslighting, malicious communications, Protection from Harassment Act, child custody, **Vocabulary to retrieve:** consent, respect, empathy, communication, listening, boundaries	**L2: Commitment in relationships** **L3: Communication in relationships** **L4: Ending relationships** **L5: Abuse in relationships** **L6: Harassment and stalking** **L7: British Values: Respect**
Disciplinary aims: • Develop understanding of the emotional and legal frameworks that define healthy relationships and respectful breakups. • Analyse signs of unhealthy or abusive behaviour and know how to seek help and support others. • Promote tolerance, respect, and safeguarding in all personal and online interactions, underpinned by British Values and the Equality Act.		

Links to other units:

From Year 7:

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

From Year 8:

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

Forward Links:

- 9.3 Intimate Relationships and Sexual Health: Builds on commitment, consent, and respectful behaviour in more intimate settings.

- 10.2 Gender and Power: Explores issues like coercive control and gender stereotypes that contribute to power imbalances in relationships.
- 10.4 Pornography and Expectations: Challenges unhealthy portrayals of relationships and links to issues like emotional abuse and respect.

Links to the national curriculum:
Outline of how this unit links or moves beyond the national curriculum.

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

Year 9	Subject: Personal Development	Unit title: Future Careers	Term: Spring 1
Knowledge (Learn that): • **Learn that** informed decision-making is vital to choosing the right pathways, especially when facing	**Core vocabulary:** informed decision, options, apprenticeship, phishing,	**Teaching Sequence:** **L1: Decision making** **L2: Different opportunities**	

choices like Year 9 options or money management. • **Learn that** post-16 opportunities are diverse, and understanding your own strengths, interests, and career goals can help you choose the best pathway for you. • **Learn that** being financially informed helps avoid scams, manage money wisely, and reduce risk in everyday financial decisions.	fraud, financial safety, GCSE options, post-16, T-levels, **Vocabulary to retrieve:** ambition, consequences, equality, stereotypes, personal information, bias	**L3: Challenging career stereotypes** **L4: Financial decision making** **L5: Financial safety** **L6: British Values - Tolerance**
Disciplinary aims: • To help scholars think critically and reflectively about how present-day choices can impact future outcomes (e.g. GCSE options). • To encourage financial literacy and informed consumer habits in real-world contexts. • To challenge stereotypes and promote equality in career aspirations and pathways.		

Links to other units:

From Year 7:

- 7.6 Getting a Job & Budgeting for a Holiday: Introduces practical money management and careers awareness, setting the foundation for budgeting and future choices.

From Year 8:

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

Forward Links:

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

Links to the national curriculum:

- Know the full range of education and training options, including apprenticeships and technical education.
- Develop essential financial skills, such as budgeting and recognising financial risk.
- Understand career development and the influence of stereotypes on career choice.

- Recognise the importance of making informed decisions to shape future success and wellbeing.
- Learn how to protect personal information and how to respond to financial scams.

Year 9	Subject: Personal Development	Unit title: RSE: Intimate Relationships	Term: Spring 2
Knowledge (Learn that): • **Learn that** healthy intimate relationships are built on respect, boundaries, trust, and clear	**Core vocabulary:** contraception, STI, coercion, pornography,	**Teaching Sequence:** **L1: Intimacy and respectful relationships**	

communication.

- **Learn that** consent must be freely given, ongoing, and clear — and that coercion or pressure is not consent
- **Learn that** contraception and safe sex practices help protect physical health, and that STIs, pornography, and sexting carry risks that must be managed through informed choices and responsible behaviour.

Disciplinary aims:

- Develop an understanding of how to recognise healthy and unhealthy relationship dynamics, especially in sexual relationships.
- Apply knowledge of the law and personal values to make safe, respectful, and informed decisions about sex and relationships.
- Critically assess sources of information (e.g. pornography, peers, media) and reflect on their impact on expectations and behaviour.

orgasm, ejaculation, sexual harassment, coercive control, sexual health clinic, public lice,

Vocabulary to retrieve: consent, boundaries, grooming, respect, sexting, relationship, emotional abuse, pressure, healthy relationship, trust,

L2: Freedom and capacity to consent
L3: Sexual health
L4: STIs
L5: Pornography and sexting
L6: British Values – Individual liberties

Links to other units:

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

Links to the national curriculum:

Relationships and Sex Education (RSE):

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

- Awareness of sexually transmitted infections and how to prevent them.

Health Education:

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

British Values:

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

Year 9	Subject: Personal Development	Unit title: Health and Wellbeing: Dugs and health	Term: Summer 1
Knowledge (Learn that): • **Learn that** addiction can develop from a range of behaviours and substances, and can seriously affect	**Core vocabulary:** addiction, possession, supply, solvent abuse, party drugs, Hallucinations,	**Teaching Sequence:** **L1: Causes of addiction** **L2: Effects of drugs** **L3: Drugs and the law**	

physical health, relationships, and decision-making. • **Learn that** drugs affect the brain and body in different ways • **Learn that** UK drug laws classify substances by harm, and that being caught in possession or supplying drugs can have serious, life-altering outcomes.	Disassociation, Psychedelics, Skunk, controlled substance, classification, paranoia, unregulated, substance abuse, solvent abuse	**L4: Cannabis** **L5: Party drugs** **L6: British Values – Rule of Law**
Disciplinary aims: • Understand the social, physical, emotional, and legal risks of drug misuse. • Examine the reasons why people may experiment with drugs, including peer pressure and escapism. • Distinguish between safe and unsafe behaviours and identify healthy coping strategies. • Learn the law around possession, supply, and the classification of substances. • Evaluate how substance misuse can affect future goals, mental health, and personal safety.	**Vocabulary to retrieve:** peer pressure, mental health, dependence, risk, harm, consequence,	

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

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

Citizenship and British Values:
- Understanding rules and laws regarding controlled substances, and the consequences of breaking them.

- Emphasising personal responsibility and informed decision-making in relation to harmful behaviours.

Safeguarding and Personal Safety:

- Awareness of peer pressure and strategies for saying no.
- Developing critical thinking and refusal skills to avoid risky or criminal behaviour.

Year 9	Subject: Personal Development	Unit title: Citizenship: Understanding and preventing hate	Term: Summer 2
Knowledge (Learn that): • **Learn that** the UK is a diverse society and this diversity should be respected **Learn that** there is a difference between reporting	**Core vocabulary:** Diversity, prejudice, hate crime, snitching, sexual harassment, misogyny, Islamophobia,	**Teaching Sequence:** • Core Knowledge Takeaway • Unit booklets	

and snitching; speaking up about hate or harm is an important way to uphold respect, safety, and equality. **Learn that** small acts of prejudice (like jokes or stereotypes) can lead to serious harm if left unchallenged — and British Values provide a framework to tackle hate at all levels.	microaggression, pyramid of hate	
Disciplinary aims: • Understand the value of diversity in society and why inclusion matters. • Identify what hate crimes, prejudice, and discrimination look like in different contexts (e.g. racism, Islamophobia, homophobia, sexism). • Recognise the difference between harmful behaviour and harmless banter • Explore how British Values like tolerance, mutual respect, and the rule of law help us respond to prejudice and prevent escalation. • Develop confidence to report inappropriate or harmful behaviour	**Vocabulary to retrieve:** Reporting, racism, British Values, discrimination, consent, tolerance, equality, homophobia, protected characteristic, bystander	

Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?

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

Links to the national curriculum:
Citizenship and British Values:

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

RSHE and Safeguarding:

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

Prevent Duty and SMSC:

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

Year 10	**Subject: Personal Development**	**Unit title: Challenging Harmful Beliefs**	**Term: Autumn 1**
Knowledge (Learn that): • **Learn that** extremist beliefs can undermine British Values and may contribute to prejudice, discrimination and harm. https://astreaacademytrust-		**Core vocabulary:** Extremism, Radicalisation, Terrorism,	**T Teaching Sequence: L1: What is**

my.sharepoint.com/personal/charlotte_cooper_astreaacademytrust_org/_layouts/15/Doc.aspx?sourcedoc={2A867B2B-0E68-4B69-B817-12C19F9347F0}&file=10.1 Challenging Harmful Beliefs 2627.docx&action=default&mobileredirect=true • **Learn that** radicalisation is a process through which people may adopt extremist beliefs, often through manipulation, misinformation and exploitation of vulnerabilities**.** • **Learn that** critical thinking, media literacy and respectful challenge can help individuals recognise and respond to harmful beliefs and online influences.	Vulnerability, Belonging, Recruitment, Conspiracy Theory, Manosphere, Incel, Echo Chamber, Misogyny, Algorithm, Influencer, British Values, Misinformation	**Extremism?** **L2: Radicalisation** **L3: Extremism in the Modern World** **L4: British Values and Challenging Harmful Beliefs**
Disciplinary aims: • To analyse how harmful beliefs develop and spread within communities and online spaces. • To evaluate how extremist groups exploit vulnerabilities and recruit individuals. • To apply critical thinking skills when evaluating online content, claims and sources of information. • To recognise how British Values support an inclusive, democratic and respectful society. To challenge misinformation, prejudice and harmful narratives using evidence-based reasoning.	**Vocabulary to retrieve:** British Values, Discrimination, Prejudice, Hate Crime, Respect, Tolerance, Inclusion, Equality, Protected Characteristics, Critical Thinking, Algorithm, Influencer, Misogyny	
Links to other units: Why this and why now? How does this speak to what came before it and what will come after it? • ***Year 7 Identity*** *– prejudice, discrimination, stereotypes and inclusion.*		

- ***Year 8 Navigating Online Harms*** *– algorithms, misinformation, misogyny and critical thinking.*
- ***Year 8 Citizenship*** *– democracy, Parliament, law and British Values.*
- ***Year 9 Understanding and Preventing Hate*** *– hate crime, discrimination and prejudice.*
- ***Year 9 Peer Influence and Gangs*** *– exploitation, grooming, manipulation and online influence.*

Future Links:

- ***Year 10 Rights and Responsibilities*** *– citizenship, participation and the rule of law.*
- *Post-16 study and wider citizenship through political literacy, media literacy and democratic participation.*

Links to the national curriculum:

Citizenship (KS3/KS4)

- Understanding the roles played by citizens in society and the importance of democracy and democratic values.
- Exploring diverse identities, communities and beliefs within the United Kingdom.
- Understanding and evaluating different viewpoints.
- Developing skills of enquiry, debate and critical analysis.
- Understanding how citizens contribute positively to communities and challenge discrimination.

Relationships, Sex and Health Education (RSHE)

- Online and media literacy, including evaluating information and recognising misinformation.
- Respectful relationships and challenging prejudice and discrimination.
- Mental wellbeing and resilience.
- Understanding risks associated with online influence and harmful content.
- Knowing how and where to seek help and support.

<table>
<tr><th>Year 10</th><th>Subject: Personal Development</th><th>Unit title: Healthy Lifestyles</th><th>Term: Autumn 2</th></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that lifestyle choices, including diet and sleep, can affect physical health, mental wellbeing and academic performance.
Learn that stress and anxiety are normal responses to pressure, but can be managed through healthy coping strategies and support.
Learn that recognising mental health concerns in themselves and others, and accessing support early, can improve wellbeing and outcomes.</td><td>Core vocabulary: Processed foods, Ultra-processed foods, Vitamins, Informed choice, Circadian rhythm, Melatonin, Pre-frontal cortex, Stress, Anxiety, Adrenaline, Cortisol, Racing thoughts, Trigger, Mental Health, Depression, Low mood, Masking, Early intervention</td><td rowspan="2">Teaching Sequence:
L1: Fueling Your Body and Brain
L2: Sleep
L3: Looking After Your Mental Health
L4: British Values – Men's Mental Health</td></tr>
<tr><td colspan="2">Disciplinary aims:
To evaluate how lifestyle choices influence physical health, mental wellbeing and learning.
To apply evidence-based knowledge about nutrition, sleep and stress management to personal decision-making.
To identify signs of mental health difficulties and evaluate appropriate strategies for support and intervention.
To analyse how social expectations and stereotypes can act as barriers to help-seeking behaviour. [</td><td>Vocabulary to retrieve: Mental health, Wellbeing, Healthy lifestyle, Decision-making, Risk, Addiction, Pressure, Peer influence, Consent, Respect, British Values, Empathy, Resilience</td></tr>
<tr><td colspan="4">Links to other units:
Previous Learning
Year 7 Healthy Lifestyles.</td></tr>
</table>

- Year 8 Choices, Consequences and Risk.
- Year 8 Identity and Relationships.
- Year 9 Health and Wellbeing: Peer Influence, Substance Misuse and Gangs.
- Year 9 Relationships and Mental Wellbeing.

Future Learning

- Year 10 and 11 exam preparation and wellbeing support.
- Year 10 Rights and Responsibilities.
- Post-16 preparation, independence and self-management.
- Mental health and wellbeing throughout adulthood.

Links to the national curriculum:

RSHE – Physical Health and Mental Wellbeing

- The benefits of physical activity, sleep and healthy eating.
- The importance of maintaining good mental wellbeing.
- Recognising signs of poor mental health and knowing how to seek support.
- Understanding common mental health issues including stress, anxiety and depression.
- Developing resilience and healthy coping strategies. [10.2 Healt...festylesV1 | Word]

Health Education

- The relationship between diet, sleep, physical health and cognitive performance.
- Understanding how lifestyle choices affect long-term health.
- Recognising risk factors and protective factors for mental wellbeing.

<table>
<tr><th>Year 10</th><th>Subject: Personal Development</th><th>Unit title: Citizenship</th><th>Term: Spring 1</th></tr>
<tr><td>Knowledge (Learn that):
Learn that rights and freedoms are accompanied by responsibilities, and that citizens play an important role in maintaining a fair and democratic society.
Learn that the justice system protects rights and upholds the rule of law through the work of courts, magistrates, jurors and police officers.
Learn that civic participation and public service help support democracy, community wellbeing and social justice.</td><td>Core vocabulary: Rights, Responsibility, Duty, Universal Declaration of Human Rights (UDHR), Interdependent, Civic Responsibility, Democracy, Rule of Law, Justice System, Magistrate, Magistrates' Court, Juror, Jury, Crown Court, Impartial, Special Constable, Volunteer, British Values</td><td rowspan="3">Teaching Sequence:

Teaching Sequence:
L1: Rights and Responsibilities
L2: How the Justice System works
L3: Magistrates and Jurors
L4: Rule of Law</td><td rowspan="3"></td></tr>
<tr><td>Disciplinary aims:
To evaluate the relationship between rights, responsibilities and citizenship.
To analyse how citizens contribute to the justice system and democratic society.
To assess the importance of fairness, impartiality and evidence-based decision-making.
To evaluate the role of civic participation and public service in protecting communities and rights.</td><td>Vocabulary to retrieve: British Values, Democracy, Parliament, Equality, Protected Characteristics, Discrimination, Rights, Responsibilities, Rule of Law, Citizen, Community, Respect, Inclusion</td></tr>
<tr><td colspan="4">Links to other units:
Previous Learning
Year 7 Identity and Citizenship – democracy, rights and responsibilities.
Year 8 Citizenship – Parliament, elections, democracy and law-making.
Year 8 Identity and Relationships – equality, protected characteristics and the Equality Act 2010.</td></tr>
</table>

- **Year 9 Understanding and Preventing Hate – prejudice, discrimination, hate crime and legal protections.**
- **Year 10 Challenging Harmful Beliefs – British Values, democracy, tolerance and the rule of law.**

Future Learning

- **Civic participation in adulthood.**
- **Voting and democratic engagement.**
- **Employment rights and responsibilities.**
- **Community leadership and volunteering.**
- **Post-16 citizenship and participation in public life.**

Links to the national curriculum:

Citizenship

- **Understanding the legal system and the role of citizens within it.**
- **Exploring the rights and responsibilities of citizens.**
- **Understanding democracy, justice, rights and the rule of law.**
- **Understanding how public institutions contribute to society.**
- **Taking informed and responsible action in communities.**

British Values

- **Democracy.**
- **Rule of Law.**
- **Individual Liberty.**
- **Mutual Respect.**
- **Tolerance of different faiths and beliefs.**

RSHE Links

- **Respectful relationships and equality.**
- **Rights and responsibilities in society.**
- **Understanding legal protections and support systems.**
- **Active participation in communities and public life.**

<table>
<tr><th>Year 10</th><th>Subject: Personal Development</th><th>Unit title:</th><th>Term: Spring 2</th></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that healthy relationships are built on respect, trust, communication, boundaries and freely-given consent.
Learn that power imbalances, coercion, manipulation and control can undermine consent and contribute to unhealthy or abusive relationships.
Learn that stalking, harassment, image-based abuse and domestic abuse are harmful behaviours that can have serious legal and emotional consequences, and that support is available for those affected.</td><td>Core vocabulary: Consent, Power Imbalance, Manipulate, Coerce, Dependence, Vulnerable, Ethical, Image-Based Abuse, Deepfake, Misogyny, Responsibility, Trust, Control, Harassment, Stalking, Coincidence, Domestic Abuse, Respect, Criminal Offence</td><td rowspan="2">Teaching Sequence:
L1: Consent and Power
L2: Pornography and Power
L3: Stalking and Harassment
L4: British Values – Respectful Relationships</td></tr>
<tr><td colspan="2">Disciplinary aims:
To analyse how power, control and influence affect relationships and decision-making.
To evaluate whether consent has been freely given in a range of scenarios.
To identify abusive, exploitative and harmful relationship behaviours both online and offline.
To challenge victim-blaming attitudes and understand personal responsibility for harmful behaviour.
To evaluate sources of support and protective actions available to individuals experiencing abuse or harassment.</td><td>Vocabulary to retrieve:
Consent, Boundaries, Healthy Relationships, Respect, Equality, Trust, Coercion, Grooming, Protected Characteristics, British Values, Abuse, Exploitation, Responsibility, Mental Health, Safeguarding</td></tr>
<tr><td colspan="4">Links to other units:
Previous Learning
Year 7 Healthy Relationships – friendship, respect and boundaries.</td></tr>
</table>

- **Year 8 Relationships and Identity** – consent, equality and respectful relationships.
- **Year 8 Online Safety** – online behaviour, privacy and digital risks.
- **Year 9 Intimate and Sexual Relationships** – consent, contraception and healthy relationships.
- **Year 9 Harmful Behaviours** – exploitation, coercion, abuse and safeguarding.
- **Year 10 Challenging Harmful Beliefs** – misogyny, online influence and harmful attitudes. [10.4 Healt...ationships | Word]

Future Learning

- Post-16 relationships and adult independence.
- Employment and professional boundaries.
- Healthy intimate relationships in adulthood.
- Personal safety and safeguarding in wider society.

Links to the national curriculum:
Relationships and Sex Education (RSE)

- Healthy and respectful relationships.
- Consent and communication.
- Recognising coercive, controlling and abusive behaviour.
- Online relationships and digital safety.
- Sources of support for relationship concerns and abuse.
- Understanding the law relating to relationships, image sharing and harassment.

Health Education

- Mental wellbeing and the impact of abusive relationships.
- Managing risk and knowing where to seek support.
- Recognising harmful behaviours and protective factors.

<table>
<tr><th>Year 10</th><th>Subject: Personal Development</th><th>Unit title: Careers and Finance</th><th>Term: Summer 1</th></tr>
<tr><td colspan="2">Learn that there are different post-16 pathways, including full-time education, apprenticeships and employment with training, and that different pathways suit different aspirations and learning styles.
Learn that successful applications, interviews and professional behaviours help individuals access education, training and employment opportunities.
Learn that an individual's online presence and professional profile can influence how employers, colleges and training providers view them.</td><td colspan="2" rowspan="2">Teaching Sequence:
L1: Planning Your Future Pathway
L2: Applying for a Job
L3: Interview Techniques
L4: Building Your Professional Profile</td></tr>
<tr><td colspan="2">Disciplinary aims:
To evaluate different post-16 pathways and identify those most suited to individual interests, skills and ambitions.
To analyse the recruitment process from application to interview and employment.
To develop employability skills including communication, professionalism and self-presentation.
To evaluate how online behaviour and digital footprints can affect future opportunities.
To make informed decisions using reliable careers information and labour market research.</td></tr>
<tr><td colspan="2">Core Vocabulary: Pathway, Post-16, Apprenticeship, Employment with Training, Full-Time Education, A-Levels, T Levels, Vocational Qualification, Academic Qualification, Unifrog, CV, Application Form, Interview, Shortlist, Personal Brand, Professional Profile, Curating, Privacy Settings, Showcase, Professionalism</td><td colspan="2" rowspan="2">Vocabulary to retrieve: Informed Choice, Decision-Making, Responsibility, Rights, Equality, Protected Characteristics, Professionalism, Communication, Teamwork, Leadership, Resilience, Social Media, Privacy Settings</td></tr>
<tr><td colspan="4">Links to other units:</td></tr>
</table>

Previous Learning

- **Year 7 Aspirations and Careers** – personal strengths, goals and future ambitions.
- **Year 8 Citizenship** – rights, responsibilities and workplace participation.
- **Year 8 Online Safety** – digital footprints and responsible online behaviour.
- **Year 9 Employability and Enterprise** – careers research, skills and workplace expectations.
- **Year 10 Citizenship** – responsibility, civic participation and professionalism.

Future Learning

- Post-16 applications and transition planning.
- Apprenticeship, college and sixth-form pathways.
- Employment rights and workplace responsibilities.
- CV writing and interview preparation in KS4 and post-16 settings.
- Careers education, information, advice and guidance (CEIAG)
-

Links to the national curriculum:

Careers Education and Gatsby Benchmarks

- Understanding pathways after Year 11.
- Access to accurate careers information and guidance.
- Linking curriculum learning to careers.
- Encounters with employers and workplace expectations.
- Developing employability skills and career planning.

Citizenship

- Economic participation and preparing for working life.
- Understanding opportunities available in education, employment and training.
- Developing informed decision-making skills.

- Understanding responsibilities in work and society.

RSHE

- Economic wellbeing and financial capability.
- Preparing for adult life and future careers.
- Online behaviour and digital reputation.
- Developing confidence, resilience and communication skills.

<table>
<tr><th>Year 10</th><th>Subject: Personal Development</th><th>Unit title: Families and Responsiblities</th><th>Term: Summer 2</th></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that parents and carers have legal and non-legal responsibilities to protect, support and safeguard children as they grow and develop.
Learn that conflict within families is normal and can be managed positively through communication, compromise and mutual respect.
Learn that honour-based violence (HBV) is a form of abuse, is never justified by culture or religion, and is always illegal.</td><td>Core vocabulary: Parenting, Responsibilities, Safeguard, Diverse, Conflict, Values, Beliefs, Independence, Family, Honour-Based Violence (HBV), Abuse, Consent, Forced Marriage, Female Genital Mutilation (FGM), Intimidation, Safeguarding, Rights, Responsibilities</td><td rowspan="2">Teaching Sequence:
Core Knowledge Takeaway
Unit booklets</td></tr>
<tr><td colspan="2">Disciplinary aims:
To analyse how families meet the needs of children and young people.
To evaluate the balance between parental responsibility and increasing independence during adolescence.
To assess how conflict can be managed constructively within family relationships.
To identify abusive practices, including honour-based violence, and understand legal protections available to victims.
To apply safeguarding knowledge to recognise risks and access support when needed.</td><td>Vocabulary to retrieve: Consent, Abuse, Rights, Responsibilities, Respect, Conflict, Healthy Relationships, Safeguarding, Protected Characteristics, British Values, Equality, Individual Liberty</td></tr>
<tr><td colspan="4">Links to other units:
Previous Learning
Year 7 Families and Relationships – family structures and supportive relationships.
Year 8 Healthy Relationships – respect, boundaries and communication.</td></tr>
</table>

- Year 9 Respectful Relationships – consent, family relationships and healthy conflict.
- Year 10 Healthy Relationships – coercion, control, abuse and safeguarding.
- Year 10 Citizenship – rights, responsibilities and British Values.

Future Learning

- Adult relationships and parenting.
- Family rights and responsibilities.
- Independent living and safeguarding.
- Post-16 personal development and citizenship.
- Supporting healthy relationships throughout adulthood.

Links to the national curriculum:
Relationships Education / RSE

- Families and positive relationships.
- Parenting responsibilities.
- Conflict resolution and communication.
- Recognising abusive behaviours.
- Forced marriage and honour-based abuse.
- Sources of support and safeguarding.

Health Education

- Emotional wellbeing within families.
- Building resilience and positive relationships.
- Knowing how and when to seek help.
- Understanding risk and protective factors.

<table>
<tr><th>Year 11</th><th>Subject: Personal Development</th><th>Unit title: Being Independ</th><th>Term: Autumn</th></tr>
<tr><td colspan="2">Knowledge (Learn that):</td><td>Vocabulary Core vocabulary:
consolidate:
Vocabulary that children are to know and understand.</td><td rowspan="2">Teaching Sequence:

THIS WILL DEPEND ON YOUR Y11 LESSON CHOICE</td></tr>
<tr><td colspan="2">Disciplinary aims:
What disciplinary purposes does this knowledge serve? For example, developing children’s sense of the past.</td><td>Vocabulary to retrieve:</td></tr>
<tr><td colspan="4">Links to other units:
Why this and why now? How does this speak to what came before it and what will come after it?

• X</td></tr>
<tr><td colspan="4">Links to national curriculum:</td></tr>
</table>