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.

	Autumn		Spring		Summer	
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 and Employability	10.6 Families, Parenting and Responsibilities
Year 11	11.1 Being independent (1)		11.2 Being independent (2)			

Health and Wellbeing	RSE	Wider World	Citizenship

Year 7 Overview

Autumn 1 **7.1 Building healthy relationships**	**Autumn 2** **7.2 Staying Safe**	**Spring 1** **7.3 Puberty**	**Spring 2** **7.4 Identity and Equality**	**Summer 1** **7.5 Digital Safety**	**Summer 2** **7.6 Finance and careers**
L1: Building healthy friendships	L1: Smoking	L1: What is puberty?	L1: What is identity?	L1: Social Media and Online Safety	L1: Spending decisions
L2: Safe online relationships	L2: Vaping	L2: Diet	L2: Prejudice and Discrimination	L2: Respectful Behaviour Onlie	L2: How to budget
L3: Banter vs. Bullying	L3: Road safety	L3: Exercise	L3: Stereotypes	L3: Safer online gaming	L3: Getting a job
L4: Managing Conflict	L4: Public transport and travel safety	L4: Personal Hygiene	L4: Disabilities and Invisible Disabilities	L4: Biased and Misleading Information	L4: Inflation
L5: Pressure in relationships	L5: Railway safety	L5: Periods	L5: FGM	L5: Your digital footprint	L5: Being a critical consumer
L6: Consent	L6: Water Safety	L6: British Values: Individual Liberties	L6: British Values: Democracy		L6: Budgeting for a holiday
L7: British Values: Respect	L7: British Values: Rule of Law				

** Buffers are built in to provide space or assessments or responsive teaching*

Health and Wellbeing	RSE	Wider World	Citizenship

<table>
<tr><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.1 RSE: Building Healthy Relationships</td><td>Term: Autumn 1</td></tr>
<tr><td colspan="2" rowspan="2">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.</td><td>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</td><td colspan="2" rowspan="4">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)
L6: British Values - Respect</td></tr>
<tr><td>Vocabulary to Encounter: amygdala, stress response, pre-frontal cortex, screenshot</td></tr>
<tr><td colspan="2">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</td><td>Vocabulary to retrieve:</td></tr>
<tr><td colspan="5">Writing curriculum: In our PSHE lessons, we are using the conjunctions because, but, so to support scholars in developing more thoughtful, structured</td></tr>
</table>

responses to complex issues. This approach, taken from *The Writing Revolution*, helps scholars practise reasoning (*because*), considering alternative viewpoints or limitations (*but*), and identifying consequences or implications (*so*). This simple yet powerful exercise requires scholars to think analytically and engage in far more specific and focused thinking than if they were simply asked to respond to an open-ended question. By guiding scholars to construct complex sentences, it encourages them to think critically and deeply about the content they are studying—driving greater rigour and improving both their understanding and expression. This strategy not only supports literacy but also enables more meaningful exploration of PSHE topics such as consent, peer pressure, and personal identity. You will see activities linked to this iconised with **'The Art of the Sentence'**.

Links to other units:

It 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:

This links to the statutory RSE 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><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.2 Staying Safe</td><td>Term: Autumn 2</td></tr>
<tr><td colspan="2">Knowledge (Learn that):
Learn that smoking and vaping can harm health, that nicotine is addictive, and that people may experience pressure from others to engage in these behaviours.
Learn that keeping safe requires individuals to recognise and respond appropriately to risks in different environments, including roads, public transport, railways and open water.
Learn that laws, rules and personal responsibility help to protect individuals and communities from harm, both online and offline.</td><td>Core Vocabulary:
assertive, peer pressure, social pressure, nicotine, addiction, smoking, vaping, alcohol, mental health, informed decision, exploitation

Vocabulary to Encounter:
tar, carbon monoxide, disposable, trespass, tombstoning, weir, cold water shock

Vocabulary to retrieve:
pedestrian</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 colspan="2">Disciplinary aims:
Identify and evaluate risks in a range of everyday situations and explain how these risks can be reduced.
Apply knowledge of safety, health and wellbeing to make informed and responsible decisions.
Analyse how influence, pressure and social norms can affect behaviour and challenge misconceptions using evidence.
Explain how laws, rules and expectations contribute to individual safety and the wellbeing of wider society.
Communicate strategies for seeking help, supporting others and responding appropriately in emergency situations.</td></tr>
</table>

Writing curriculum:

To be confirmed

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:

This links to the statutory RSE 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
- It stretches beyond the statutory guidance to cover personal safety on roads, buses, railways and around water

<table>
<tr><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.3 Puberty</td><td>Term: Spring 1</td></tr>
<tr><td colspan="2" rowspan="2">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.</td><td>Core Vocabulary: Puberty, personal hygiene, body odour, penis, testicles, genitalia, vulva, hormones, testosterone, oestrogen, wet dream, sperm, menstrual cycle, period, egg, uterus, vagina, ovary, ovulation, sanitary products, balanced diet, exercise, British Values</td><td colspan="2" rowspan="3">Teaching Sequence:
L1: What is puberty?
L2: Diet
L3: Exercise
L4: Personal Hygiene
L5: Periods
L6: British Values - Individual liberties</td></tr>
<tr><td>Vocabulary to Encounter: Endorphins, serotonin, satiate, anti-perspirant, deodorant, smegma, foreskin, cystitis, mucus, hypothalamus, ejaculate, fallopian tube, endometrium, menstrual cup, self-consciousness, mood swings</td></tr>
<tr><td colspan="2">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.</td><td>Vocabulary to retrieve: Carbohydrates, proteins, healthy fats, vitamins, minerals, respect, hygiene, healthy lifestyle, feelings</td></tr>
</table>

• 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.	

Writing curriculum:

To be confirmed

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:

This links to the statutory RSE 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><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.4 Identity and Equality</td><td>Term: Spring 2</td></tr>
<tr><td colspan="2" rowspan="2">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</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>Vocabulary to Encounter: microaggression, ableism, FGM (Female Genital Mutilation), human rights</td></tr>
<tr><td colspan="2">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>Vocabulary to retrieve: respect, culture, beliefs, rights, fairness, freedom, responsibility</td></tr>
</table>

Writing curriculum:

To be confirmed

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.

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:

This links to the statutory RSE 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><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.5 Digital Safety</td><td>Term: Summer 1</td></tr>
<tr><td colspan="2" rowspan="2">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>Core Vocabulary: Grooming</td><td colspan="2" rowspan="3">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>Vocabulary to Encounter:
exploitation, privacy settings, fake news, deepfake, algorithm, doomscrolling, bias, misinformation, digital footprint</td></tr>
<tr><td colspan="2">Vocabulary to retrieve:
Cyberbullying, consent, mental health, respect, bullying, online safety, personal information, reporting, friendship</td></tr>
<tr><td colspan="3">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="5">Writing curriculum:</td></tr>
</table>

To be confirmed

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.
- 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:

This links to the statutory RSE curriculum:

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

<table>
<tr><td>Year: 7</td><td>Subject: Personal Development</td><td colspan="2">Unit title: 7.6 Finance & Careers</td><td>Term: Summer 2</td></tr>
<tr><td colspan="2" rowspan="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.</td><td>Core Vocabulary: Budget, incomes, expenditure, need, want, inflation, minimum wage, living wage, critical consumer, emergency fund</td><td colspan="2" rowspan="4">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</td></tr>
<tr><td>Vocabulary to Encounter: Freelance, self-employed, conscious consumerism, impulse buying, cost of living</td></tr>
<tr><td colspan="2">Vocabulary to retrieve individual liberties</td></tr>
<tr><td colspan="3">Disciplinary aims:
Apply financial reasoning by comparing income and expenditure to create a balanced or surplus budget.
Evaluate marketing strategies and identify how advertising influences decision-making.
Use numeracy and problem-solving to make informed financial decisions (e.g. budgeting, comparing deals, saving for emergencies).</td></tr>
</table>

Writing curriculum:

To be confirmed

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:

This links to the statutory Citizenship/RSE 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.