

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
1. Identity	HT1 – Self and Social Awareness HT2 – Diversity HT5 – Changing Adolescent Body: Puberty	HT2 – Weapons Awareness HT3 – Drugs and alcohol HT5 – Identity and Respectful Relationships HT6 - Emotional wellbeing and Digital literacy	HT1 – Drugs Education HT2 – Abuse of Human Rights – Hate Crime HT3 – Head-Ed HT4 – Intimate relationships HT5 – Life Online HT6 - Careers Education and Economic Wellbeing	HT1 – Multicultural Britain & Identity Diversity & Tolerance HT3 – Drugs Education Exploring influence & Impact HT4 – Emotional and Physical Health HT6 - Work Experience Planning & Preparation	HT1 – Be Internet Citizens Financial Capability HT2 – Next steps Post 16 Options HT3 – Communication in relationships Expect Respect
2. Relationships	HT1 – Self and Social Awareness HT2 – Diversity HT5 – Changing Adolescent Body: Puberty	HT1 – Crime, Law and the Courts HT2 – Weapons Awareness HT3 – Drugs and alcohol HT5 – Identity and Respectful Relationships	HT1 – Drugs Education HT2 – Abuse of Human Rights – Hate Crime HT4 – Intimate relationships HT5 – Life Online HT6 - Careers Education and Economic Wellbeing	HT1 – Multicultural Britain & Identity Diversity & Tolerance Exploring influence & Impact HT5 – Healthy Relationships Respect & Responsibility	HT1 – Be Internet Citizens Financial Capability HT3 – Communication in relationships Expect Respect HT5 – Families
3. A healthy, balanced lifestyle	HT1 – Self and Social Awareness HT3 – Healthy Body - Healthy Mind HT4 – Financial Decision Making HT5 – Changing Adolescent Body: Puberty HT6 - Careers - Developing skills and aspirations	HT2 – Weapons Awareness HT3 – Drugs and alcohol HT5 – Identity and Respectful Relationships HT6 - Emotional wellbeing and Digital literacy	HT1 – Drugs Education HT3 – Head-Ed HT4 – Intimate relationships	HT2 – Economic Wellbeing Financial Capability HT3 – Drugs Education Exploring influence & Impact HT4 – Emotional and Physical Health HT5 – Healthy Relationships Respect & Responsibility	HT2 – Next steps Post 16 Options HT4 – Building for the future HT5 – Families
4. Risk and safety	HT1 – Self and Social Awareness HT2 – Diversity HT3 – Healthy Body - Healthy Mind HT4 – Financial Decision Making HT5 – Changing Adolescent Body: Puberty HT6 - Careers - Developing skills and aspirations	HT1 – Crime, Law and the Courts HT2 – Weapons Awareness HT3 – Drugs and alcohol HT5 – Identity and Respectful Relationships HT6 - Emotional wellbeing and Digital literacy	HT1 – Drugs Education HT3 – Head-Ed HT4 – Intimate relationships HT5 – Life Online	HT1 – Multicultural Britain & Identity Diversity & Tolerance HT2 – Economic Wellbeing Financial Capability HT3 – Drugs Education Exploring influence & Impact HT4 – Emotional and Physical Health HT5 – Healthy Relationships Respect & Responsibility HT6 - Work Experience Planning & Preparation	HT1 – Be Internet Citizens Financial Capability HT3 – Communication in relationships Expect Respect HT4 – Building for the future HT5 – Families
5. Diversity and equality	HT2 – Diversity HT3 – Healthy Body - Healthy Mind	HT1 – Crime, Law and the Courts HT4 – Democracy - Government and Party Politics Community and careers	HT2 – Abuse of Human Rights – Hate Crime HT6 - Careers Education and Economic Wellbeing	HT1 – Multicultural Britain & Identity Diversity & Tolerance	HT1 – Be Internet Citizens Financial Capability HT2 – Next steps Post 16 Options

	HT6 - Careers - Developing skills and aspirations			HT6 - Work Experience Planning & Preparation	HT5 – Families -
6. Rights, responsibilities and consent	HT2 – Diversity HT3 – Healthy Body - Healthy Mind HT5 – Changing Adolescent Body: Puberty	HT1 – Crime, Law and the Courts HT4 – Democracy - Government and Party Politics Community and careers HT5 – Identity and Respectful Relationships	HT4 – Intimate relationships HT5 – Life Online HT6 - Careers Education and Economic Wellbeing	HT1 – Multicultural Britain & Identity Diversity & Tolerance HT2 – Economic Wellbeing Financial Capability HT5 – Healthy Relationships Respect & Responsibility HT6 - Work Experience Planning & Preparation	HT3 – Communication in relationships Expect Respect HT5 – Families
7. Change and resilience	HT1 – Self and Social Awareness HT4 – Financial Decision Making HT5 – Changing Adolescent Body: Puberty	HT3 – Drugs and alcohol HT4 – Democracy - Government and Party Politics Community and careers HT5 – Identity and Respectful Relationships HT6 - Emotional wellbeing and Digital literacy	HT2 – Abuse of Human Rights – Hate Crime HT3 – Head-Ed HT5 – Life Online HT6 - Careers Education and Economic Wellbeing	HT2 – Economic Wellbeing Financial Capability HT3 – Drugs Education Exploring influence & Impact HT4 – Emotional and Physical Health HT6 - Work Experience Planning & Preparation	HT2 – Next steps Post 16 Options HT4 – Building for the future HT5 – Families
8. Power	HT2 – Diversity HT4 – Financial Decision Making HT6 - Careers - Developing skills and aspirations	HT1 – Crime, Law and the Courts HT2 – Weapons Awareness HT3 – Drugs and alcohol HT4 – Democracy - Government and Party Politics Community and careers HT6 - Emotional wellbeing and Digital literacy	HT1 – Drugs Education HT2 – Abuse of Human Rights – Hate Crime HT4 – Intimate relationships	HT1 – Multicultural Britain & Identity Diversity & Tolerance HT2 – Economic Wellbeing Financial Capability HT3 – Drugs Education Exploring influence & Impact	HT1 – Be Internet Citizens Financial Capability HT3 – Communication in relationships Expect Respect HT5 – Families
9. Career	HT6 - Careers - Developing skills and aspirations	HT4 – Democracy - Government and Party Politics Community and careers	HT1 – Drugs Education HT6 - Careers Education and Economic Wellbeing	HT6 - Work Experience Planning & Preparation	HT2 – Next steps Post 16 Options HT4 – Building for the future

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title: Self and Social Awareness	Unit length:	Unit Title: Healthy Body - Healthy Mind	Unit length:	Unit Title: Changing Adolescent Body: Puberty	Unit length:
Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Self-concept • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Learning skills 		Domains of Knowledge: Health & Wellbeing <ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Healthy lifestyles • Drugs (volatile substances) and tobacco • Managing risk and personal safety 		Domains of Knowledge: Health & Wellbeing <ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Managing risk and personal safety • Puberty and sexual health • Forming and maintaining respectful relationships • Consent 	
Relevant Key Concepts: 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience		Key Concepts: 3. A healthy, balanced lifestyle 4. Risk and safety 5. Diversity and equality 6. Rights, responsibilities and consent		Key Concepts: 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 6. Rights, responsibilities and consent 7. Change and resilience	
Gateway knowledge: <ul style="list-style-type: none"> • how to recognise and respond appropriately to a wider range of feelings in others • how to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • how to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • how to recognise different types of relationship, including those between acquaintances, friends, relatives and families 		Gateway knowledge: <ul style="list-style-type: none"> • how to maintain good dental health and oral hygiene • how to communicate how they are feeling and recognise early signs of illness • about the benefits of exercise to mental and physical health • about what constitutes a healthy diet and how to plan healthy meals • how bacteria and viruses can affect health • how to take responsibility for personal hygiene during adolescence 		Gateway knowledge: <ul style="list-style-type: none"> • how to manage change – new roles and responsibilities as they grow up • how to manage the physical and emotional changes that happen during puberty • about adult relationships and the human life cycle • about human reproduction; how a baby is made and how it grows • how positive friendships can support wellbeing • how friendships change (including context such as moving home or schools) 	
Assessment end-points:		Assessment end-points:		Assessment end-points:	

<p>how to identify, express and manage their emotions in a constructive way</p> <p>how to manage the challenges of moving to a new school</p> <p>how to establish and manage friendships</p> <p>how to improve study skills</p> <p>how to identify personal strengths and areas for development</p> <p>how to develop self-worth and self-efficacy</p> <p>about qualities and behaviours relating to different types of positive relationships</p> <p>how to recognise unhealthy relationships</p> <p>how to recognise and challenge media stereotypes</p>	<p>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</p> <p>how to manage influences relating to caffeine, smoking and alcohol</p> <p>about personal hygiene</p> <p>about attitudes and social norms regarding substances</p> <p style="text-align: center;">Learning for Life</p> <p>how to recognise and respond to inappropriate and unwanted contact</p> <p>about FGM and how to access help and support</p>	<p>how to manage physical and emotional changes during puberty</p> <p>about personal hygiene</p> <p>about qualities and behaviours relating to different types of positive relationships</p> <p>how to recognise unhealthy relationships</p> <p>how to evaluate expectations for romantic relationships</p> <p>about consent, and how to seek and assertively communicate consent</p>
--	--	---

Year 7					
Autumn Term 2		Spring Term 2		Summer Term 2	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Diversity		Financial Decision Making		Careers - Developing skills and aspirations	
Domains of Knowledge: Relationships <ul style="list-style-type: none"> ● Positive relationships ● Relationship Values ● Forming and maintaining respectful relationships ● Bullying, abuse and discrimination ● Social influences 		Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> ● Learning skills ● Financial choices ● Media literacy and digital resilience 		Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> ● Learning skills ● Choices and pathways ● Work and career ● Employment rights and responsibilities 	

<p>Relevant Key Concepts:</p> <ol style="list-style-type: none"> 1. Identity 2. Relationships 4. Risk and safety 5. Diversity and equality 6. Rights, responsibilities 8. Power 	<p>Key Concepts:</p> <ol style="list-style-type: none"> 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 8. Power 	<p>Key Concepts:</p> <ol style="list-style-type: none"> 3. A healthy, balanced lifestyle 4. Risk and safety 5. Diversity and equality 8. Power 9. Career
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about mutual respect, being polite and how personal behaviour can affect others • how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles • about stereotypes and how they influence behaviour • about the impact of bullying and hurtful behaviour, including online • strategies for responding to bullying and hurtful behaviour • how to challenge discrimination, seek help and report concerns 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about the different ways to pay for things and the choices people have about this • to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ • that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
<p>Assessment end-points:</p> <ul style="list-style-type: none"> about identity, rights and responsibilities about living in a diverse society how to challenge prejudice, stereotypes and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to make safe financial choices about ethical and unethical business practices and consumerism about saving, spending and budgeting how to manage risk-taking behaviour about the risks associated with spending money online how people might use a bank account 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity how to challenge stereotypes, broaden their horizons and how to identify future career aspirations

		about the link between values and career choices
--	--	--

Year 8					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title: Crime, Law and the Courts	Unit length:	Unit Title: Drugs and alcohol	Unit length:	Unit Title: Identity and Respectful Relationships	Unit length:
Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> • Learning skills • Rights and responsibilities • Citizenship • Democracy 		Domains of Knowledge: Health & Well Being <ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Healthy lifestyles • Drugs, alcohol and tobacco • Managing risk and personal safety 		Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Consent • Contraception • Social influences 	
Relevant Key Concepts: 2. Relationships 4. Risk and safety 5. Diversity and equality 6. Rights, responsibilities 8. Power		Key Concepts: 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 8. Power		Key Concepts: 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 6. Rights, responsibilities and consent 7. Change and resilience	

<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • to weigh up what is fair and unfair in different situations. • how to identify some of the rights and responsibilities people have towards each other and their environment. • an awareness of the role of law in maintaining order and resolving conflict • know that individuals have citizenship responsibilities to ensure that they uphold the law. 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about substance use and misuse, including laws relating to this • about the effects of alcohol, tobacco, nicotine and e-cigarettes • about attitudes and social norms regarding substances • about dependence, including the over-consumption of caffeine based energy drinks • how to safely use over the counter and prescription medications 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
<p>Assessment end-points:</p> <p>to understand the reasons for having laws and identify the protective function they serve.</p> <p>know how to decipher and use information to reach conclusions and decisions concerning crime and the law.</p> <p>understand how democracy and the justice system operate to help people live together in the UK and how individuals and groups can bring about or resist change.</p> <p>to know how different kinds of rights, obligations and laws affect both individuals and communities.</p>	<p>Assessment end-points:</p> <p>about medicinal and reactional drugs</p> <p>about the relationship between habit and dependence</p> <p>how to assess the risks of alcohol</p> <p>how to manage influences in relation to substance use</p> <p>how to recognise and promote positive social norms and attitudes</p>	<p>Assessment end-points:</p> <p>the qualities of positive, healthy relationships</p> <p>how to demonstrate positive behaviours in healthy relationships</p> <p>about gender identity and sexual orientation</p> <p>about forming new partnerships and developing relationships</p> <p>about the law in relation to consent</p> <p>that the legal and moral duty is with the seeker of consent</p> <p>how to effectively communicate about consent in relationships</p> <p>about the risks of 'sexting' and how to manage requests or pressure to send an image</p> <p>about basic forms of contraception, e.g. condom and pill</p>

Year 8					
Autumn Term 2		Spring Term 2		Summer Term 2	
Unit Title: Weapons Awareness	Unit length:	Unit Title: Democracy - Government and Party Politics Community and careers	Unit length:	Unit Title: Emotional wellbeing and Digital literacy	Unit length:
Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Positive relationships • Relationship Values • Bullying, abuse • Social influences 		Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> • Learning skills • Choices and pathways • Work and career • Employment rights and responsibilities • Democracy • Citizenship 		Domains of Knowledge: Health & Well Being <ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Healthy lifestyles • Managing risk and personal safety 	
Relevant Key Concepts: 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 8. Power		Key Concepts: 5. Diversity and equality 6. Rights, responsibilities 7. Change and resilience 8. Power 9. Career		Key Concepts: 1. Identity 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 8. Power	
Gateway knowledge: <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to recognise unhealthy relationships • how to develop self-worth and confidence • personal safety strategies and travel safety, e.g. road, rail and water 		Gateway knowledge: <ul style="list-style-type: none"> • weighing up what is fair and unfair in different situations • explain their views, on issues that affect themselves and society • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choices 		Gateway knowledge: <ul style="list-style-type: none"> • about mental health, what it means and how to take care of it • how feelings and emotions are affected at changing, challenging or difficult times • ways of managing these feelings • how to seek support and advice when needed • about the role of the internet in everyday life • about the positive and negative uses and effects of the internet and social media 	
Assessment end-points:		Assessment end-points:		Assessment end-points:	

<p>how to distinguish between healthy and unhealthy friendships</p> <p>how to assess risk and manage influences, including online</p> <p>about 'group think' and how it affects behaviour</p> <p>how to recognise passive, aggressive and assertive behaviour,</p> <p>and how to communicate assertively</p> <p>to manage risk in relation to gangs</p> <p>about the legal and physical risks of carrying a knife</p>	<p>to know and understand the role and functions of Parliament and Government</p> <p>that Parliament is responsible for making government accountable for its actions</p> <p>what democracy is, and about the basic institutions that support it locally and nationally</p> <p>about equality of opportunity in life and work</p> <p>about routes into different careers</p> <p>how to challenge stereotypes and discrimination in relation to work and pay</p> <p>about employment, self-employment and voluntary work</p> <p>how to set aspirational goals for future careers and challenge expectations that limit choices</p>	<p>about attitudes to mental health and how to challenge stigma and misconceptions</p> <p>ways to promote and maintain emotional wellbeing</p> <p>how to build resilience and reframe disappointments and setbacks</p> <p>about the impact of social media on mental health and emotional wellbeing</p> <p>strategies to develop digital resilience</p> <p>managing influences, including the media, on body image</p> <p>about unhealthy coping strategies</p> <p>about healthy ways to manage difficult feelings, challenging circumstances, stress and anxiety</p> <p>why, when and how to access support for themselves or others</p>
---	---	---

Year 9					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title: Drugs Education	Unit length:	Unit Title: Head-Ed	Unit length:	Unit Title: Intimate relationships	Unit length:
Domains of Knowledge: Health & Well Being		Domains of Knowledge: Health & Well Being		Domains of Knowledge: Relationships	

<ul style="list-style-type: none"> • Self-concept • Healthy lifestyles • Drugs, alcohol and tobacco • Managing risk and personal safety 	<ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Healthy lifestyles • Managing risk and personal safety 	<ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Consent • Contraception • Social influences
<p>Relevant Key Concepts:</p> <ol style="list-style-type: none"> 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 8. Power 	<p>Key Concepts:</p> <ol style="list-style-type: none"> 1. Identity 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 	<p>Key Concepts:</p> <ol style="list-style-type: none"> 1. Identity 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 6. Rights, responsibilities and consent 8. Power
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about the relationship between physical and mental health • about balancing work, leisure, exercise and sleep • how to make informed healthy eating choices • how to manage influences on body image • to make independent health choices • to take increased responsibility for physical health and mental health 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or pressure to send an image • about basic forms of contraception, e.g. condom and pill
<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to distinguish between healthy and unhealthy friendships how to assess risk and manage influences, including online 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to manage challenges during adolescence how to reframe negative thinking strategies to promote mental health and emotional wellbeing 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex about myths and misconceptions relating to consent

<p>about 'group think' and how it affects behaviour</p> <p>how to recognise passive, aggressive and assertive behaviour,</p> <p>and how to communicate assertively</p> <p>about positive social norms in relation to drug and alcohol use</p> <p>about legal and health risks in relation to drug and alcohol use,</p> <p>including addiction and dependence</p>	<p>about the signs of emotional or mental ill-health</p> <p>how to access support and treatment</p> <p>about the portrayal of mental health in the media</p> <p>how to challenge stigma, stereotypes and misinformation</p>	<p>about the continuous right to withdraw consent and capacity to consent</p> <p>about STIs, effective use of condoms and negotiating safer sex</p> <p>about the consequences of unprotected sex, including pregnancy</p> <p>how the portrayal of relationships in the media and pornography might affect expectations</p> <p>how to assess and manage risks of sending, sharing or passing on sexual images</p> <p>how to secure personal information online</p>
--	---	---

Year 9					
Autumn Term 2		Spring Term 2		Summer Term 2	
Unit Title:	Unit length:	Unit Title:	Unit length:	Unit Title:	Unit length:
Abuse of Human Rights – Hate Crime		Life Online		Careers Education and Economic Wellbeing	
Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Bullying, abuse and discrimination • Social influences 		Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> • Learning skills • Media literacy and digital resilience • Citizenship 		Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> • Learning skills • Choices and pathways • Work and career • Employment rights and responsibilities • Financial choices • Citizenship 	
Relevant Key Concepts: 1. Identity 2. Relationships 5. Diversity and equality 7. Change and resilience		Key Concepts: 1. Identity 2. Relationships 4. Risk and safety 6. Rights, responsibilities		Key Concepts: 1. Identity 2. Relationships 5. Diversity and equality 6. Rights, responsibilities	

8. Power	8. Power	7. Change and resilience 9. Career
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about attitudes towards mental health • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self harm and eating disorders) • about healthy coping strategies 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about equality of opportunity in life and work • about employment, self-employment and voluntary work • how to set aspirational goals for future careers and challenge expectations that limit choices • how to make safe financial choices • about saving, spending and budgeting • about the risks associated with spending money online • how people might use a bank account
<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to manage influences on beliefs and decisions about group-think and persuasion how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination how to recognise and challenge homophobia and biphobia how to recognise and challenge racism and religious discrimination Equality Act Human Rights – Un Declaration 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about online communication how to use social networking sites safely how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation how to respond and seek support in cases of online grooming how to recognise biased or misleading information online how to critically assess different media sources how to distinguish between content which is publicly and privately shared 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about transferable skills, abilities and interests about different types of employment and career pathways how to work towards aspirations and set meaningful, realistic goals for the future about GCSE and post-16 options about young people’s employment rights and responsibilities about saving, borrowing and how to manage money how to make informed financial choices about ethical and unethical business practices and consumerism

	about age restrictions when accessing different forms of media and how to make responsible decisions	
--	--	--

Year 10					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title: Multicultural Britain & Identity Diversity & Tolerance	Unit length:	Unit Title: Drugs Education Exploring influence & Impact	Unit length:	Unit Title: Healthy Relationships Respect & Responsibility	Unit length:
Domains of Knowledge: Relationships		Domains of Knowledge: Health & Wellbeing		Domains of Knowledge: Relationships	
<ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Bullying, abuse and discrimination • Social influences 		<ul style="list-style-type: none"> • Self-concept • Mental health and emotional wellbeing • Health related decisions • Drugs, alcohol and tobacco • Managing risk and personal safety 		<ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Consent • Contraception • Social influences 	
Relevant Key Concepts: 1. Identity 2. Relationships 4. Risk and safety 5. Diversity and equality 6. Rights, responsibilities 8. Power		Key Concepts: 1. Identity 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 8. Power		Key Concepts: 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 6. Rights, responsibilities and consent	
Gateway knowledge: <ul style="list-style-type: none"> • how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia 		Gateway knowledge: <ul style="list-style-type: none"> • how to assess the risks of alcohol, tobacco, nicotine and cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes 		Gateway knowledge: <ul style="list-style-type: none"> • about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex 	

<ul style="list-style-type: none"> • how to recognise and challenge racism and religious discrimination • about online communication • how to use social networking sites safely • how to recognise biased or misleading information online 	<ul style="list-style-type: none"> • about positive social norms in relation to drug and alcohol use • about legal and health risks in relation 	<ul style="list-style-type: none"> • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
<p>Assessment end-points:</p> <ul style="list-style-type: none"> about fundamental British Values Britain's cultural melting pot about communities, inclusion, respect and belonging about the Equality Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online the process of radicalisation and the consequences of extremism how to recognise and respond to extremism and radicalisation 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making how to keep self and others safe in situations that involve substance use how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime exit strategies for pressurised or dangerous situations# how to seek help for substance use and addiction 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships about the opportunities and risks of forming and conducting relationships online how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support how to recognise and challenge victim blaming about asexuality, abstinence and celibacy

Year 10					
Autumn Term 2		Spring Term 2		Summer Term 2	
Unit Title: Economic Wellbeing Financial Capability	Unit length:	Unit Title: Emotional and Physical Health	Unit length:	Unit Title: Work Experience Planning & Preparation	Unit length:
Domains of Knowledge: Living in the Wider World • Learning skills		Domains of Knowledge: Health & Wellbeing • Self-concept		Domains of Knowledge: Living in the Wider World • Learning skills	

<ul style="list-style-type: none"> • Financial choices • Media literacy and digital resilience • Citizenship 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing • Health related decisions • Managing risk and personal safety 	<ul style="list-style-type: none"> • Choices and pathways • Work and career • Employment rights and responsibilities • Media literacy and digital resilience
<p>Relevant Key Concepts:</p> <p>3. A healthy, balanced lifestyle</p> <p>4. Risk and safety</p> <p>6. Rights, responsibilities</p> <p>7. Change and resilience</p> <p>8. Power</p>	<p>Key Concepts:</p> <p>1. Identity</p> <p>3. A healthy, balanced lifestyle</p> <p>4. Risk and safety</p> <p>7. Change and resilience</p>	<p>Key Concepts:</p> <p>1. Identity</p> <p>4. Risk and safety</p> <p>5. Diversity and equality</p> <p>6. Rights, responsibilities</p> <p>7. Change and resilience</p> <p>9. Career</p>
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about saving, borrowing and how to manage money • how to make informed financial choices • about ethical and unethical business practices and consumerism • how to manage risk-taking behaviour • how to set aspirational goals for future careers and challenge expectations that limit choices 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • how to manage challenges during adolescence • how to reframe negative thinking • strategies to promote mental health and emotional wellbeing • about the signs of emotional or mental ill-health • about the portrayal of mental health in the media • how to challenge stigma, stereotypes and misinformation 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about young people’s employment rights and responsibilities • skills for enterprise and employability • how to give and act upon constructive feedback • how to manage their ‘personal brand’ online • habits and strategies to support progress
<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to effectively budget and evaluate savings options how to prevent and manage debt how thinking errors, e.g. gambler’s fallacy, can increase susceptibility to gambling strategies for managing influences related to gambling, including online about the relationship between gambling and debt how to manage risk in relation to financial activities 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about the relationship between physical and mental health about balancing work, leisure, exercise and sleep how to make informed healthy eating choices how to manage influences on body image to make independent health choices to take increased responsibility for physical health, stress management strategies, how to access support and treatment 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to evaluate strengths and interests in relation to career development about opportunities in learning and work strategies for overcoming challenges or adversity about responsibilities in the workplace how to manage practical problems and health and safety how to maintain a positive personal presence online how to evaluate and build on the learning from work experience

Year 11					
Autumn Term 1		Spring Term 1		Summer Term 1	
Unit Title: Be Internet Citizens & Financial Capability	Unit length:	Unit Title: Communication in relationships Expect Respect	Unit length:	Unit Title: Families	Unit length:
Domains of Knowledge: Living in the Wider World <ul style="list-style-type: none"> • Learning skills • Choices and pathways • Financial choices • Media literacy and digital resilience • Citizenship 		Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Consent • Contraception • Bullying, abuse and discrimination • Social influences 		Domains of Knowledge: Relationships <ul style="list-style-type: none"> • Positive relationships • Relationship Values • Forming and maintaining respectful relationships • Consent • Contraception and parenthood • Social influences 	
Relevant Key Concepts: 1. Identity 2. Relationships 4. Risk and safety 5. Diversity and equality 8. Power		Key Concepts: 1. Identity 2. Relationships 4. Risk and safety 6. Rights, responsibilities and consent 8. Power		Key Concepts: 2. Relationships 3. A healthy, balanced lifestyle 4. Risk and safety 5. Diversity and equality 6. Rights, responsibilities and consent 7. Change and resilience 8. Power	
Gateway knowledge: <ul style="list-style-type: none"> • how to make safe financial choices • how to prevent and manage debt • about the benefits and positive use of social media • what responsibilities a range of people and organisations have to ensure young people's rights are upheld online • identify a number of ways that the digital world can be used to bring about positive change. 		Gateway knowledge: <ul style="list-style-type: none"> • about positive relationships in the home • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • about the opportunities and risks of forming and conducting relationships online • how to access support services • how to recognise and challenge victim blaming 		Gateway knowledge: <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies 	

		<ul style="list-style-type: none"> • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services
<p>Assessment end-points:</p> <ul style="list-style-type: none"> about fake news, biased writing, echo chambers and filter bubbles build resilience and critical-thinking skills to help judge online content. realise the power of the internet in shaping our attitudes towards other people. appropriate and inappropriate online behaviours and understanding between online free speech and hate speech how to effectively budget and evaluate savings options how to prevent and manage debt, including understanding credit rating and pay day lending about the law and illegal financial activities, including fraud and cybercrime how to manage risk in relation to financial activities 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs how to handle unwanted attention, including online how to challenge harassment and stalking, including online about various forms of relationship abuse about unhealthy, exploitative and abusive relationships how to access support in abusive relationships and how to overcome challenges in seeking support 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> about different types of families and changing family structures how to evaluate readiness for parenthood and positive parenting qualities about fertility, including how it varies and changes about pregnancy, birth and miscarriage about unplanned pregnancy options, including abortion about adoption and fostering how to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support

Year 11					
Autumn Term 2		Spring Term 2		Summer Term 2	
Unit Title: Next steps - Post 16 Options	Unit length:	Unit Title: Building for the future	Unit length:	Unit Title:	Unit length:
<p>Domains of Knowledge: Living in the Wider World</p> <ul style="list-style-type: none"> • Learning skills 		<p>Domains of Knowledge: Health & Wellbeing</p> <ul style="list-style-type: none"> • Self-concept 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> • 	

<ul style="list-style-type: none"> • Choices and pathways • Work and career • Employment rights and responsibilities • Citizenship 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing • Health related decisions • Managing risk and personal safety 	
<p>Relevant Key Concepts:</p> <ol style="list-style-type: none"> 1. Identity 3. A healthy, balanced lifestyle 5. Diversity and equality 7. Change and resilience 9. Career 	<p>Key Concepts:</p> <ol style="list-style-type: none"> 3. A healthy, balanced lifestyle 4. Risk and safety 7. Change and resilience 9. Career 	<p>Key Concepts:</p> <ul style="list-style-type: none"> •
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • about transferable skills, abilities and interests • how to demonstrate strengths • about different types of employment and career pathways • how to manage feelings relating to future employment • how to work towards aspirations and set meaningful, realistic goals for the future • skills for decision making 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> • strategies to promote mental health and emotional wellbeing • how to evaluate strengths and interests in relation to career development • strategies for overcoming challenges or adversity • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> •
<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to use feedback constructively when planning for the future how to set and achieve SMART targets effective revision techniques and strategies about options post-16 and career pathways about application processes, including writing CVs, personal statements and interview technique how to maximise employability, including managing online presence and taking opportunities to broaden experience about rights, responsibilities and challenges in relation to working part time whilst studying 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> how to balance ambition and unrealistic expectations how to develop self-efficacy, including motivation, perseverance and resilience how to maintain a healthy self-concept about the nature, causes and effects of stress stress management strategies how to balance time online 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> •

how to manage work/life balance		
---------------------------------	--	--