

PSHE – Aims/Intent

The PSHE curriculum is one through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. (Follows the statutory requirement www.gov.uk/national-curriculum/other-compulsory-subjects)

Issues covered include decision-making, study skills, lifestyle choices and health risks, sexual health and relationships, topical and legal issues, social and economic awareness and financial literacy. Students find out more about these issues through a variety of activities such as discussion, role-play, debate and group investigations. Students follow a series of PSHE modules throughout Key Stage 3 - 5, giving them the opportunity to develop for a range of careers and extend their personal, learning and thinking skills.

The aims in PSHE is that student will be taught:

- Deliver a curriculum which is accessible to all and ensures that each of our students will know, remember and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future.
- Provide students with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this.
- Provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Be given the opportunity to explore and challenge a range of values, attitudes and beliefs, rights and responsibilities.
- Look for opportunities to show the school values and seek leadership opportunities within the Academy and their local community.
- Reading and developing specific technical vocabulary.

SEND Access and adaptive approaches.

- To ensure all students access age-appropriate personal development content in a developmentally suitable way:
- **Cognitive & Learning (MLD/SLD):** Provide visual scaffolds, dual-coded sequencing cards, structured sentence-starters for debate, and simplified scenarios with matching icon cards.
- **Communication & Interaction (ASD/SLCN):** Utilize structured role-play scripts, "Social Stories" to model social boundaries, explicitly defined idiom cards, and low-stimulus reflective spaces.
- **Social, Emotional & Mental Health (SEMH):** Establish clear exit-card protocols for sensitive topics, use third-

person safe scenarios (distancing techniques), and provide pre-booked check-ins with pastoral support staff.

- **Sensory & Physical (VI/HI/PD):** Provide large-print and braille worksheets, closed-captioned videos, tactile boundary diagrams, and clear, barrier-free classroom physical layouts for active lessons.
- Provide students with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this.
- Provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
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How Cultural Capital is Enhanced Through PSHE

PSHE sessions cover key SMSC topics regularly and ensure that students are fully aware of the challenges that many face and the benefits of understanding and respecting diversity around the world. Topics include: Understanding human feelings and emotions; Developing and Expressing Personal Views on moral/ ethical issues; Understanding how communities function and resolving conflict; Understanding and respecting diversity; How to use anti-bullying strategies to minimise hate and prejudice based bullying; Promoting fundamental British values.

In addition, the wider school community engages in the following:

- Weekly assemblies led by members of SLT, which introduces a Thought For CHA theme that is then followed up in more depth during a form session the following morning.
- Careers advice from a dedicated member of staff who explores our students' skillsets and explain how they could relate to potential future careers.
- Well-being provision, where we build nurture groups and offer safe spaces for those who struggle with the pace of modern education.
- The use of regular Student Voice to understand the viewpoint of our students and ensure they have a voice within the school. This is facilitated by 6th formers, which encourages leadership skills.
- Taking part in election processes within the school for Head Student Committee.
- Access to the cultures of other countries through the curriculum and through enrichment trips and visits.
- Confidential counselling with our School Counsellor.

Implementation

Beyond our documented curriculum (three core learning themes: health and wellbeing, relationships and living in the wider world), it is hoped that the CHA values provide a culture that contributes equally towards the pastoral development of our students. Therefore, our teaching approach places great emphasis upon collaboration and cooperation: group work should be a key element of all classrooms and the school places emphasis on sports, choir and drama productions – all of which enable our students to achieve success together, students are encouraged to show leadership in their school and community.

Key Stage 3:

Year 7:

The programme in Year 7 supports students as they settle into their new school, helping them to cope with change, improve their time-management, develop confidence and make the most of their abilities. Students learn how to manage and assess risk, find out more about staying safe on and offline, pursuing healthy lifestyles and relationships and investigate environmental issues such as sustainability. Students learn how to manage the physical and emotional changes that occur during puberty.

Year 8:

Year 8 students explore lifestyle choices and consider risks and consequences. They find out more about careers and employment rights, through a series of workshops, to support them as they make important GCSE Option choices as well as a work shadowing opportunity. Students have an introduction to gender, sexuality and consent, as well as the importance of online safety. Year 8 also develop their understanding of first aid and personal safety.

Year 9:

Year 9 students focus on extending personal, learning and thinking skills. They delve deeper into community cohesion, resolving conflict, and challenging peer influence and social media dynamics while establishing strong roots for Key Stage 4 transition.

Key Stage 4:

Students explore why and how they should take responsibility for their health now and as they prepare to live independently in the future. Students investigate how to tackle mental health stigma, relationship myths and expectations as well as where to seek support. Students follow a programme of revision, independent learning and study skills as they strive towards success in their GCSEs. This is complemented by a series of sessions supporting students' emotional health and well-being to give them strategies to help them to cope with examinations, to relax and maintain a healthy work/life balance.

The Spiral Logic

- **Year 7 (Transition & Foundations):** Focuses on establishing safe learning environments, building emotional literacy, introducing basic rights/responsibilities (Equality Act 2010), and managing the physical and social transitions of puberty and secondary school.
- **Year 8 (Cognitive Expansion & Autonomy):** Explores interpersonal dynamics in greater depth. Introduces financial independence through budgeting, tackles mental health stigma with clinical terms, and develops defensive skills against interpersonal manipulation and coercion.
- **Year 9 (Risk Assessment & Societal Safety):** Addresses high-stakes external pressures. Equips students to identify structural criminal risks (County Lines, CSE, radicalisation, FGM, and forced marriage) while building advanced financial and economic awareness.
- **Year 10 (Critical Analysis & Personal Agency):** Prepares students for adult independence and civic participation. Features critical analyses of media influence (deepfakes, pornography, algorithms), employment law, workplace rights, risk-management during nights out, and high-performance study skills.
- **Year 11 (Synthesising & Transitional Readiness):** Consolidates five years of learning to prepare students for Post-16 life. Addresses complex adult relationship dynamics, financial planning for parenthood, critical medical literacy (self-exams, screenings, GP systems), and acute exam anxiety management.

How Cultural Capital is enhanced through PSHE

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- Taking part in election processes within the school for Head Student Committee
- Access to the cultures of other countries through the curriculum and through enrichment trips and visits.
- Confidential counselling with our School Counsellor

Impact

Through the study of PSHE our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Our students will leave us equipped to know and value who they really are and how they relate to people in an ever-changing world.

CHA Oracy Assessment Descriptors - PSHE

Year Group	Assessment Descriptor
Year 7	- Take turns in a discussion without interrupting - Listen and say back what someone else said - Use 'I think... because...' to give a reason
Year 8	- Build on what someone else said: 'I agree / disagree because...' - Use evidence to back up a point - Disagree respectfully without dismissing the other person
Year 9	- Present a view clearly with a point, reason and example - Ask a question that deepens a discussion - Consider more than one perspective before deciding what they think
Year 10	- Deliver a short-spoken argument persuasively and with clarity - Challenge an idea without attacking the person - Adapt how they speak depending on who they are talking to
Year 11	- Lead a discussion and manage contributions from others - Respond to challenge calmly with evidence - Use spoken communication to advocate for themselves
Year 12	- Plan and deliver a confident 3–5-minute presentation - Facilitate a group discussion — draw people in, manage pace - Use formal spoken register in professional context
Year 13	- Communicate with authority and adaptability in any context - Reflect critically on how they communicate and why - Mentor others in discussion and spoken communication

[Year 7] —► Take turns, listen and summarize, use "I think... because..."

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[Year 8] —► Build on others' points, use evidence, disagree respectfully

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[Year 9] —► Present arguments with examples, ask clarifying questions, weigh perspectives

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[Year 10] —► Deliver persuasive speeches, challenge ideas constructively, adapt register

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[Year 11] —► Chair discussions, respond to unexpected challenges, advocate for self/others

- **Year 7 Target:** Pupils can take turns without interrupting, summarize a peer's point, and frame structured opinions using "*I think... because...*"
- **Year 8 Target:** Pupils can build constructively on others' points, cite concrete evidence to back up assertions, and disagree without personal dismissal.
- **Year 9 Target:** Pupils can present a structured argument using point-reason-example, ask probing questions to deepen discussions, and evaluate multiple perspectives before reaching a conclusion.
- **Year 10 Target:** Pupils can deliver clear, persuasive verbal pitches, challenge a concept without attacking the speaker, and modify their spoken register for different audiences.
- **Year 11 Target:** Pupils can lead group discussions, manage diverse contributions, respond calmly to verbal challenges using evidence, and verbally advocate for their own needs

					Sequence	7	8	9	10	11
6a	update plan accordingly, including Careers topics Protected characteristics	GAU/ANG	As above Include progression in the spiral curriculum -	Spiral methodology added to the PSHE curriculum overview and lessons identified Equalities – introduced in year 7 unit 1 and linked to British Values which are thread throughout the curriculum.	1	Equalities British Values culture and values			Racism and mental health	
					2					
					3	Stereotypes				
					4	Bullying				
					5					
					6					
6b	Include information about radicalisation linked to FGM			FGM – Year 9 unit 3 and further information on online resilience and radicalisation at.....	1		Online resilience relationships in the media	Radicalisation Lesson 1 Lesson 2 Lesson 3		
					2			Lesson 4 Lesson 5		
					3		Criminal exploitation and gangs	FGM Online safety Sexual exploitation		
					4		L1:bullying.pptx			
					5					
					6		County lines Gangs & Knife Crime.pptx	bullying.pptx Radicalisation and prevent		

BRITISH VALUES

THREAD MAP

Aligned with DfE guidance 'Promoting British Values in Schools' and the Ofsted 2025 PD&W Framework.

Strand / Value	 Democracy	 Rule of Law	 Individual Liberty	 Mutual Respect	 Tolerance of Faiths & Beliefs
Curriculum Delivery	Youth elections, lawmaking processes, Parliament Week, and debating public spending.	Understanding civil vs. criminal law, the Equality Act 2010, and statutory consent limits.	Asserting boundaries, digital rights, identity expression, and career aspirations.	Active bystander training, anti-bullying protocols, and constructive peer debate.	Exploring worldviews, protecting religious freedom, and deconstructing cultural prejudice.
Assemblies & Tutor Time	Mock elections, School Council hustings, and weekly <i>Votes for Schools</i> debates.	Safer Internet Day briefings, road safety, and legal rights assemblies.	World Mental Health Day, LGBT+ History Month, Celebrating Neurodiversity, Black History month, Religious festivals.	Remembrance Day ceremonies and Interfaith Week collaborations.	Religious festivals.
Enrichment & Wider Life	Democratically elected Student Senate and youth parliament visits.	Transparent student council constitutional reviews and restorative peer panels.	Performing Arts, cookery, History/debate clubs to increase engagement in school cultural capital and community life	Mentoring programs, whole school/tutor time activities for charitable causes	Visits to Chesham St Mary's church and other cultural exchanges (residential)

Strand / Context	 Democracy	 Rule of Law	 Individual Liberty	 Mutual Respect	 Tolerance of Different Faiths & Beliefs
A PSHE & Curriculum					
KS3 PSHE (Y7–9)	- Y7: What is parliament? How laws are made - Y8: Local democracy & voting - Y9: General elections & how to register	- Y7: Rights & responsibilities — school rules link to law - Y8: Criminal exploitation & the law - Y9: Justice system, courts & consequences	- Y7: Personal identity & respecting difference - Y8: Online safety — your rights online - Y9: Bodily autonomy & consent as liberty	- Y7: Anti-bullying & respect for others - Y8: Challenging stereotypes & prejudice - Y9: Conflict resolution & respectful disagreement	- Y7: Beliefs, festivals & what faith means to people - Y8: Protected characteristics incl. religion - Y9: Worldviews — secular & religious perspectives
KS4 PSHE (Y10–11)	- Y10: Civic rights, voting & civic participation - Y11: Activism, protest & democratic freedoms	- Y10: Domestic abuse law, coercive control - Y11: Knife crime, gangs & legal consequences	- Y10: Healthy relationships & personal boundaries - Y11: Sexual orientation, gender identity & the law	- Y10: Racism & mental health - Y11: Power in relationships, equality & fairness	- Y10: Faith, culture & British identity - Y11: Marriage across cultures & belief systems
KS5 PSHE (Y12–13)	Parliament week and student council	- Employment law, workplace rights, whistleblowing - The Equality Act 2010 in practice	- Freedom of expression vs hate speech - Individual rights in a digital age	- Diversity & inclusion in the workplace - Allyship and bystander action	- Global faiths, belief and non-belief - Interfaith dialogue & community cohesion
Collective Worship	- Remembrance & veterans - General election / mock vote assembly - Parliament Week (November) - Student council elections	- Anti-bullying Week: rules protect people - Black History Month: justice & civil rights	- LGBT+ History Month: identity & freedom - International Women's Day	- Remembrance Day: sacrifice & community - Faith; Christmas Carol concert, Easter Assembly, Bible references in all assemblies.	- Diwali, Eid, Hanukkah, Christmas, Vaisakhi assemblies - Culture Days
TFCHA and Pastoral Curriculum		- News Review - Male Mental Health - Equality debate (male mental health)	- Behaviour point review/reports - Opt-in / opt-out discussions: your choices	Active listening & respectful dialogue	Cultural calendar: celebrate different events each month
Student Voice & Leadership	- Student council — democratically elected - Year group representatives	Form and PSHE boards and designs	- Student-led clubs & societies – YOU BELONG, LGBT, Equalities mentoring - Student journalism / school newspaper		
Community & Charity		- Fundraising - Student led sales/non uniform day, lunchtime hall activity	- Personal choice in charity fundraising - Student-led charity proposals	Christmas/Advent appeals	
Events & Visits	Debate club and trips		- Music and theatre events tracking inclusion, inter house and sport. - Debate club competitions	- Culture Day - Sports Day: fair play & respect	Church visit
Whole-School Culture & Ethos	- Democratic language embedded in school language - Pupil voice genuinely shapes decisions - Election of positions at all levels	- Clear behaviour policy consistently applied - Restorative approaches to conflict - No tolerance of bullying, harassment or discrimination	- Pupil choice in enrichment & clubs - Inclusive uniform policy - Opt-in / opt-out wellbeing support	- Clubs fair - Oracy debate in PSHE and form/debate club/English and literacy	- Religious observance respected (prayer space, dietary needs, dress) - Calendar acknowledges diverse faith events

Curriculum Map &

Units of Work - Subject: PSHE

Curriculum Theme Key:

Relationships & Sex Education	Health & Wellbeing	Living in the Wider World	Study Skills
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AGE-STAGE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Intro to PSHE, Feelings & British Values	Intro to Money, Savings & Workplace Rights	Friendships, Transitions & Online Consent	Body Image, Self-Worth & Critical First Aid	Physical Health, Personal Wellbeing & Law	Safe Relationships, Boundaries & Consent
Year 8	Mental Health, Stigma & Seeking Help	Budgeting, Savings & Money Basics	Romantic Relationships & Communication	Relationship Red Flags & Boundaries	Physical Health & Wellbeing	Stable Relationships & Conflict Resolution
Year 9	Digital Dangers, Coping & Self-Harm	Advanced Finance: Budgeting on a Salary	Romantic Relationships, CSE & County Lines	Toxic Relationships, Exploitation & Control	Physical Health & Substances	Intimacy, Contraception & Family Choices

Year 10	Intense Coping, Equalities & Disorders & Career Plans)	The Modern Workplace, Debit & Credit	Deepfakes, Pornography & Extremism	Relationship Red Flags & Toxic Environments	Risky Behaviors, Drugs & Public Safety	Relationships & Sex (Healthy Choices & Risk Assessment)
Year 11	Stress Management, Drugs & Mindfulness)	Goal Setting & Preparing for the Future	RSHE: Intimacy, Domestic Abuse & Consent	Identity, Inclusivity & Healthy Breakups	- Physical Health, Examinations & Screenings	Moral Issues, Spiking, Family Planning & Finance
Year 12	Living in the Wider World (Higher Education & Pathways)	Relationships & Sex (Professional Relationships)	Health & Wellbeing (Independent Health Risks)	Living in the Wider World (Financial Literacy)	Living in the Wider World (Leadership & Advocacy)	-

YEAR BY YEAR LESSON SCHEMES

Term 1 □ Unit 1: Introduction to PSHE, Feelings & British Values

- **Unit Planner Text (Verbatim):** *This is an introduction to how to express views, thoughts and feelings effectively. It will begin by establishing an understanding of British Values and Diversity in society as expressed through, faith, ethnicity and the equalities acts strands, students will learn to express feelings and opinions appropriately and respect contributions of others.*
- **SMSC Alignment:** Spiritual (reflecting on identity), Moral (understanding equal rights), Social (setting ground rules), Cultural (valuing diversity).
- **Oracy Activity Focus:** *Think-Pair-Share & Talking Tokens* (turn-taking without interrupting).
- **SEND Adaptation:** Visual emotion cards (emoji-based) and structured sentence starters for turn-taking.
- **Assessment Criteria:** Students can name the 5 British Values, list at least 3 protected characteristics, and express a personal boundary using a first-person statement.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	British Values	Introduction to Democracy, Rule of Law, Liberty, Respect, and Tolerance.	All 5 Values: Explicitly breaking down the core terms.	Structured Discussion: Matching real-world scenarios to values.
2	Equalities Act	Explore protected characteristics and identify forms of discrimination.	Rule of Law: How the Equality Act 2010 protects citizens.	Case Studies: Identifying which protected characteristic is involved.
3	Social Media	Use social media safely and responsibly Protect personal information, recognise online risks make positive choices	Liberty to keep oneself safe and protect rights of yourself and others	

4	Radicalisation and mysogyny			
5	Managing emotions	Safe spaces, and The role of PSHE in learning to express feelings	Rule of Law: Classroom agreements Liberty: Expressing feelings	Talking Tokens: Passing an object; only the holder can speak.
6	Racism	Applying knowledge of diversity, rights and equalities act	Rule of Law Tolerance	
7	Expressing emotions lesson 2	Build emotional vocabulary; differentiate between feelings and behaviors.	Individual Liberty: Freedom of self-expression.	Think-Pair-Share: Discussing "What does worry feel like in the body?"
8	Culture and values	Celebrate personal heritage, faith, and cultural differences in our school.	Tolerance: Respecting diverse faiths and backgrounds.	Agree/Disagree Line: Moving physically to show viewpoints.

Term 2 □ Unit 2: Intro to Money, Savings & Workplace Rights

- **Unit Planner Text (Verbatim):** *This unit will begin with an introduction to how money, saving and bank accounts work and operate. They will learn how careers and jobs link to this and how workplace rights and wellbeing link to mental health, equalities and inclusion. They will also learn how to begin thinking about future options and choices.*
- **SMSC Alignment:** Social (workplace community), Cultural (attitudes toward money and employment).
- **Oracy Activity Focus:** *Agree/Disagree Line* (justifying opinions on spending and saving).
- **SEND Adaptation:** Play money tokens and simplified visual flowcharts of how a bank account works.
- **Assessment Criteria:** Students can explain the differences between physical and digital money, define "saving," and identify two rights workers have under UK law.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
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1	How Money Works	Physical vs. digital money; introduction to banks, interest, and accounts.	Rule of Law: The role of secure banks in society.	Think-Pair-Share: Discussing "Is physical money safer than digital?"
2	Physical vs digital finance	Explaining why people work; linking skills and interests to career fields.	Individual Liberty: Choosing a career path based on skills.	Career Match Game: Explaining why a skill suits a specific job.
3	Workplace Rights	Introduction to basic worker protections, safe environments, and fair treatment.	Rule of Law: Legal rights of employees in the UK.	Scenario Sorting: Deciding if a workplace situation is fair or unfair.
4	What is a career	Understand what a career is and how to prepare for it*	Liberty Future choices	
5	Well being at work	Discussing how supportive workplaces protect mental health and reduce stress.	Mutual Respect: Supportive, inclusive workplaces.	Group Mind-Mapping: Listing what makes a workplace feel safe.
6	Future Pathways	Building self-awareness around strengths, subjects, and future options.	Individual Liberty: Empowering personal future choices.	My Future Pitch: Presenting a personal skill and a target job.
7	Inclusion at Work	Exploring how the Equality Act protects workers	Mutual Respect: Preventing harassment in	Talking Tokens: Discussing "How can companies

		from discrimination.	professional spaces.	welcome everyone?"
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Term 3 ● Unit 3: Friendships, Transitions & Online Consent

- **Unit Planner Text (Verbatim):** *This unit picks up on transition work regarding friendships learning about yourself, things you share in common and what makes a healthy and unhealthy relationship. It will pick up on concerns surrounding bullying and stereotypes and how to treat each other equally. It will also deal with issues around peer pressure. Romantic relationships will form part of these discussions. This will then lead onto teaching safe lives online and recognising grooming and understanding basic guidelines around consent and the equalities act.*
- **SMSC Alignment:** Social (navigating school networks), Moral (understanding consent and peer dynamics).
- **Oracy Activity Focus:** *Think-Pair-Share* (articulating boundaries and identifying pressure tactics).
- **SEND Adaptation:** Color-coded healthy/unhealthy relationship cards (Red/Green indicators).
- **Assessment Criteria:** Students can name 3 traits of a healthy friendship, define "online footprint," and explain the basic concept of personal boundaries.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Friendships	Navigating the transition to Year 7; identifying healthy friendship traits.	Mutual Respect: Valuing differences in friendships.	Active Listening Pairs: Sharing what a good friend does.
2	Healthy relationships	Understand the Difference between healthy and unhealthy relationships		
3	Romantic relationships	understand the characteristics of healthy romantic relationships and develop the skills needed to build positive, respectful, and supportive connections with others		

4	Stereotypes & Bullying	Deconstructing stereotypes; identifying and challenging bullying behaviors.	Tolerance: Challenging identity-based prejudice.	Case Studies: Deconstructing a school playground dispute.
3	Handling Peer Pressure	Strategies for maintaining personal boundaries and asserting choices.	Individual Liberty: Resisting pressure to conform.	Role-Play Scripting: Practicing say-no phrases to friends.
4	Romantic Relationships	Introduction to early romantic feelings, mutual respect, and expectations.	Mutual Respect: Establishing equal peer relationships.	Agree/Disagree Line: Discussing "Should dating have rules?"
5	Growth Mindset and resilience	Understand how to react positively or negatively to what happens to me, and that a growth mindset will help me to succeed.		
6	Rights and Responsibilities	Understand how rights and responsibilities are linked		

Term 4 □ Unit 4: Body Image, Self-Worth & Critical First Aid

- **Unit Planner Text (Verbatim):** *Body Image, Self worth, Bullying/Equalities, Managing change, Road Safety, Basic Life Support.*
- **SMSC Alignment:** Spiritual (self-worth and internal identity), Moral (responsibilities during emergency situations).
- **Oracy Activity Focus:** *Agree/Disagree Line* (evaluating social media standards and beauty norms).
- **SEND Adaptation:** Simplified step-by-step CPR visual flashcards and practice foam blocks for chest compression rhythms.
- **Assessment Criteria:** Students can name 2 ways social media alters images, state the recovery position steps, and detail basic road safety practices.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Ressilience	Understand about some challenges that young people face and how to overcome them		
2	Challenging Body Standards	Critical analysis of altered media images and artificial beauty norms.	Mutual Respect: Valuing all body shapes and sizes.	Ad Deconstruction: Spotting edited images in media.
3	Developing Self-Worth	Building internal self-esteem; shifting focus away from online validation.	Individual Liberty: Defining self-worth on personal terms.	Think-Pair-Share: "What are three non-physical things you value?"
4	Bullying & Equality	Role of the active bystander; standing up against bullying in school.	Mutual Respect: Protecting peers from harassment.	Bystander Role-Play: How to safely intervene in a corridor conflict.
5	Managing Change	Building cognitive resilience during academic and domestic changes.	Individual Liberty: Navigating personal life pathways.	Talking Tokens: Sharing a time a challenge was overcome.
6	Road & Transport Safety	Navigating public transit, road crossings, and distracted walking dangers.	Rule of Law: Laws that protect road users and pedestrians.	Hazard Mapping: Spotting risks in local neighborhood maps.

7	Basic Life Support	Practical training on calling 999, performing CPR, and locating an AED.	Rule of Law: The civic duty to aid others within safe limits.	Practical Drills: Calling 999 scripts and CPR rhythm practices.
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Term 5 □ Unit 5: Physical Health, Personal Wellbeing & Law

- **Unit Planner Text (Verbatim):** *This topic begins with an introduction to health, personal wellbeing, aspects of social and healthcare and how to express thoughts, feelings and opinions. This will lead onto introducing students to the core fundamentals of British values and how to respect their own values/faith/spirituality and the right of every citizen to lead their own personal, free lives of harassment and participate in decisions that affect their lives. This will then lead onto how students can protect the environment in different situations including online. Assessment will be completed through basic early guidelines.*
- **SMSC Alignment:** Spiritual (faith and core beliefs), Social (environmental responsibility), Moral (legal protections from harassment).
- **Oracy Activity Focus:** *Think-Pair-Share & Talking Tokens* (discussing environmental impact and civic responsibilities).
- **SEND Adaptation:** Visual maps of local healthcare centers; simplified environmental matching cards.
- **Assessment Criteria:** Students can identify local health services, explain how British Values protect them from harassment, and state 2 ways to protect the environment.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	First Aid 2	Gain basic knowledge and skills to administer first aid in common situations		
2	Physical health in relationships	Introduction to physical health, hygiene, and where to access healthcare.	Rule of Law: Healthcare systems and consumer rights.	Think-Pair-Share: "What keeps a body physically healthy?"
3	Menstruation	Explain in scientific terms using new terminology how the menstrual cycle works and why periods can cause us to have health issues.		

4	Personal Hygiene	Understand how we can take care of our hygiene and remain healthy		
5	Relationships and consent	Defining consent, respecting boundaries, and understanding personal rights.	Individual Liberty: Personal bodily autonomy.	Talking Tokens: Discussing everyday scenarios of consent
6	Unwanted physical contact	understand what unwanted physical contact means.		
7	Peer on Peer abuse	<i>understand what peer-on-peer abuse is, recognise different forms it can take, and know how to respond safely and seek support if it happens to themselves or others.</i>		

Term 6 ● Unit 6: Safe Relationships, Boundaries & Consent

- **Unit Planner Text (Verbatim):** *Relationships.*
- **SMSC Alignment:** Moral (respecting personal boundaries), Social (resolving communication breakdowns in relationships).
- **Oracy Activity Focus:** *Talking Tokens* (discussing family diversity and communication).
- **SEND Adaptation:** Pictorial boundary scenarios; traffic-light cards for physical contact.
- **Assessment Criteria:** Students can define the legal age of consent, explain "personal space," and state how to listen actively during a disagreement.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Media Stereotypes	understand different media representations and spot stereotypes		

2	Online relationships				
3	Safe Lives online	Protecting digital footprints, understanding grooming, and reporting online risk	Rule of Law: Laws against online harassment	Scenario Analysis: Spotting red flags in digital chats	
4	Diverse Families	Celebrating diverse, loving family structures (blended, adoptive, same-sex).	Mutual Respect: Valuing all family configurations.	Family Mapping: Discussing "What makes a supportive family?"	
5	What is an entrepreneur	Understand how role models, identifying our feelings, respecting others and improving our skills can help us get a job			
6	The future of work	Understand how a healthy lifestyle can help us at work			

Year 8 (Column 2)

Term 1 □ Unit 1: Mental Health, Stigma & Seeking Help

- **Unit Planner Text (Verbatim):** *Mental health, stress, anxiety, depression, support, myths, stigma, seeking help, self-care plan, coping.*
- **SMSC Alignment:** Spiritual (developing internal coping mechanisms), Social (understanding peer support networks).
- **Oracy Activity Focus:** *Discussion Carousel* (identifying stress management strategies).
- **SEND Adaptation:** Coping-strategy sorting cards; pre-filled templates for self-care plans.
- **Assessment Criteria:** Students can define "stigma," list clinical symptoms of anxiety/depression, and construct a personalized self-care plan.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	British Values Recap	critically evaluate how British Values function in complex, real-world scenarios and demonstrate mature Year 8 oracy skills.		
2	Equalities Recap	discuss societal examples and scenarios, but do not use names or descriptions that identify anyone directly.		

3	Online resilience	Develop digital resilience skills and increase awareness of unhealthy coping strategies		
4	Relationships in the media	Understand and analyse media portrayals of relationships, exploring the influence of stereotypes and idealized images on personal expectations		
5	Racism			
6	Poverty Awareness/Harvest	Understanding the causes, challenging the stigma, and building an inclusive community.		
7	Resilience	Understand about some challenges that young people face and how to overcome them		
8	Mental Health Spectrum	Normalizing emotional fluctuations; understanding that everyone has mental health.	Individual Liberty: Freedom to discuss health challenges openly.	Spectrum Mapping: Placing mental health states on a scale.

Term 2 □ Unit 2: Budgeting, Savings & Money Basics

- **Unit Planner Text (Verbatim):** *Budgeting, saving and money basics.*
- **SMSC Alignment:** Social (cooperative budget planning), Moral (ethical financial decisions).
- **Oracy Activity Focus:** *Discussion Carousel* (working through financial scenario challenges).
- **SEND Adaptation:** Highly simplified "Needs vs. Wants" sorting games; visual mock budget spreadsheets with pre-rounded numbers.
- **Assessment Criteria:** Students can define "needs vs. wants," track basic simulated expenses, and identify the financial risks of in-game microtransactions.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Needs vs. Wants	Prioritizing essential expenditures over impulsive retail purchases.	Individual Liberty: Making independent financial choices.	Needs vs. Wants Sort: Debating why a phone might be a want, not a need.
2	Designing a Budget	Tracking simulated monthly income against outgoings (rent, bills, utilities).	Rule of Law: Financial regulations and tax systems.	Discussion Carousel: Brainstorming how to cut household budgets.
3	The Power of Savings	Exploring interest rates, compound growth, and emergency savings.	Individual Liberty: Financial resilience and planning.	Savings Calculations: Visualizing compound growth over time.
4	Consumer Traps	Spotting hidden subscription renewals and resisting peer buying pressure.	Rule of Law: Consumer rights and consumer protection laws.	Devil's Advocate: Arguing for and against subscription trials.
5	Gaming & Money	Discussing loot boxes, microtransactions, and gambling-like mechanics in games.	Rule of Law: Age restrictions and gambling laws in the UK.	Debate: "Should in-game loot boxes be banned for under-18s?"
6	Budget Challenge	Hands-on simulation managing an unexpected	Individual Liberty: Adapting to	Budget Simulation Challenge:

		emergency financial bill.	sudden financial shifts.	Presenting final budget strategies.
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Term 3 ● Unit 3: Romantic Relationships & Communication

- **Unit Planner Text (Verbatim):** *Relationships.*
- **SMSC Alignment:** Moral (ethical interpersonal communication), Cultural (understanding relationship media representations).
- **Oracy Activity Focus:** *Fishbowl* (observing and analyzing model dialogues of relationship conflict).
- **SEND Adaptation:** Scripted prompt cards for expressing feelings; visual communication checklists.
- **Assessment Criteria:** Students can name 3 differences between friendships and romance, define "respectful disagreement," and explain the age of consent.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Friendship to Romance	Exploring romantic attraction; transitioning from friends to partners.	Individual Liberty: Respecting personal relationship choices.	Think-Pair-Share: "What changes when a connection becomes romantic?"
2	Healthy Romantic Habits	Trust, boundaries, mutual support, and independent identities.	Mutual Respect: Equal, non-controlling relationships.	Agree/Disagree Line: "Is checking a partner's location healthy?"
3	Communication in Couples	Practicing assertive, open expression; avoiding passive-aggressive behaviors.	Mutual Respect: Respecting your partner's voice.	Fishbowl Discussion: 4 students discuss a scenario; others observe.
4	Handling Rejection	Strategies for managing rejection,	Individual Liberty: Respecting a	Scenario Solutions: Structuring respectful

		breakups, and disappointments.	partner's right to leave.	breakup responses.
5	Media Relationships	Challenging unrealistic romantic expectations in media and online.	Mutual Respect: Deconstructing idealized media portrayals.	Media Critique: Reviewing dynamic shifts in movie couples.
6	The Law & Relationships	Understanding legal boundaries, coercion, age limits, and consent.	Rule of Law: Sexual offences legislation and consent age.	Case Studies: Analyzing legal boundaries in mock scenarios.

Term 4 ● Unit 4: Relationship Red Flags & Boundaries

- **Unit Planner Text (Verbatim):** *Relationships*.
- **SMSC Alignment:** Moral (identifying coercion and manipulation), Social (reporting unsafe situations).
- **Oracy Activity Focus:** *Devil's Advocate* (challenging excuses for controlling behaviors).
- **SEND Adaptation:** Safety flowcharts for reporting; visual "red flag" cards.
- **Assessment Criteria:** Students can identify 3 relationship red flags, define "coercive control," and state 2 online safety rules for sharing private images.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Relationship Red Flags	Identifying controlling, manipulative, or emotionally volatile partners.	Individual Liberty: Recognizing restrictions on freedom.	Red Flag Sort: Evaluating if a behavior is a warning sign.
2	Understanding Coercion	Recognizing peer pressure, guilt-tripping, and emotional manipulation.	Rule of Law: Laws against coercive and controlling behavior.	Devil's Advocate: Challenging excuses like "They do it

				because they care."
3	Digital Control	Spotting online tracking, device-policing, and password demands.	Individual Liberty: Protecting personal privacy online.	Discussion Carousel: Pinpointing when digital check-ins become tracking.
4	Assertive Boundaries	Practicing clear boundary setting and learning to say "no" firmly.	Individual Liberty: Asserting personal bodily autonomy.	Role-Play Scripting: Practice saying "no" in boundary tests.
5	Grooming Awareness	Understanding manipulative trust-building tactics online and offline.	Rule of Law: Laws protecting young people from exploitation.	Scenarios: Identifying manipulative trust-building strategies.
6	Reporting Abuse	Finding safe support channels inside and outside school for abuse.	Rule of Law: Accessing protective child protection agencies.	Resource Mapping: Creating a fast-reference list of help helplines.

Term 5 □ Unit 5: Physical Health & Wellbeing

- **Unit Planner Text (Verbatim):** *This unit picks up work completed on physical health and wellbeing.*
- **SMSC Alignment:** Social (impact of lifestyle habits on peer networks), Spiritual (personal physiological reflection).
- **Oracy Activity Focus:** *Discussion Carousel* (comparing health and lifestyle impacts).
- **SEND Adaptation:** Visual nutrition guides; simplified sleep schedules; muscle stretch diagrams.
- **Assessment Criteria:** Students can explain adolescent sleep cycles, connect nutrition to cognitive focus, and state the mental health benefits of exercise.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
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1	Sleep Science	Understanding teenage circadian rhythms and optimizing sleep habits.	Individual Liberty: Taking ownership of personal health habits.	Discussion Carousel: Finding ways to reduce late-night screen time.
2	Nutrition & Focus	Connecting dietary habits to energy levels, mood stability, and concentration.	Individual Liberty: Making informed food and drink decisions.	Food Audit: Matching fuel sources to cognitive outputs.
3	Chemistry of Exercise	How physical activity releases endorphins and reduces stress.	Individual Liberty: Self-regulating mood through movement.	Activity Pitch: Presenting a physical activity to reduce exam stress.
4	Personal Hygiene	Managing puberty transitions, preventative care, and dental health.	Individual Liberty: Personal responsibility for hygiene.	Hygiene Myths: Debunking common commercial body care myths.
5	Screen-Time Balance	Preventing screen fatigue, postural strain, and eye fatigue.	Individual Liberty: Balancing online and offline activities.	Screen Audit: Tracking and comparing screen usage logs in pairs.
6	Setting Wellness Goals	Setting achievable sleep, nutrition, and exercise goals.	Individual Liberty: Planning for personal improvement.	Wellness Plan: Pitching personal goals to a partner.

Term 6 ● Unit 6: Stable Relationships & Conflict Resolution

- **Unit Planner Text (Verbatim):** *Relationships.*
- **SMSC Alignment:** Cultural (understanding diverse family arrangements), Moral (resolving disputes without

hostility).

- **Oracy Activity Focus:** *Fishbowl* (resolving complex interpersonal conflicts).
- **SEND Adaptation:** Visual family tree templates; step-by-step conflict resolution card guides.
- **Assessment Criteria:** Students can define "family stability," list 3 family types, and apply a 3-step conflict-resolution model.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Stable Connections	Understanding what makes long-term relationships secure and supportive.	Mutual Respect: Valuing stable, supportive commitments.	Think-Pair-Share: "What does stability look like in a family?"
2	Diverse Families	Celebrating adoptive, blended, foster, single-parent, and LGBTQ+ families.	Tolerance: Respecting and valuing diverse family setups.	Family Matrix: Matching support networks to diverse family needs.
3	Conflict Resolution	De-escalating heated arguments; practicing active listening.	Mutual Respect: Resolving differences peacefully.	Fishbowl Discussion: Observing and critiquing mock arguments.
4	Dating Pressures	Navigating dating rumors, online gossip, and social double standards.	Mutual Respect: Protecting peers from social exclusion.	Agree/Disagree Line: "Do rumors affect boys and girls differently?"
5	Digital Safety & Images	Exploring the emotional and legal realities of sharing private photos.	Rule of Law: Laws against sharing intimate photos without consent.	Case Studies: Tracing the social impact of shared digital chats.

6	Safe Dating Choices	Evaluating relationship scenarios to protect personal wellbeing.	Individual Liberty: Making independent, safe personal choices.	Scenario Evaluation: Rating dating choices from safe to risky.
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Year 9 (Column 3)

Term 1 □ Unit 1: Digital Dangers, Coping & Self-Harm

- **Unit Planner Text (Verbatim):** This will explore mental health in more depth

and include

severe coping mechanisms, including self harm.

- **SMSC Alignment:** Spiritual (emotional self-regulation), Social (supporting friends online), Moral (preventing cyberbullying).
- **Oracy Activity Focus:** *Harkness Discussion* (evaluating social media algorithms and mental health impacts).
- **SEND Adaptation:** Scenario cards with neutral characters; safety contacts printed on wallet cards.
- **Assessment Criteria:** Students can identify how social media algorithms affect mood, distinguish between healthy and unhealthy coping mechanisms, and safely signpost a peer in crisis.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Hate Speech & Bullying	Identifying cyberbullying and hate speech; taking action as	Rule of Law: Laws against online harassment and hate speech.	Upstander Scenarios: Practicing reporting online hate speech.

		an active upstander.			
2	Hate Speech and bullying				
3	Digital Dopamine Loops	How notifications, feeds, and algorithms affect teenage stress.	Individual Liberty: Managing screen use mindfully.	Harkness Discussion: "Are we users of social media, or are we used?"	
4	Online Safety				
5	Hate Speech and bullying				
6					
7					
8	Healthy Coping Skills	Replacing unhealthy coping mechanisms with positive, safe strategies.	Individual Liberty: Managing personal mental health.	Think-Pair-Share: "What are three healthy outlets for anger?"	
	Self-Harm Awareness	Understanding self-harm triggers; challenging myths and identifying help.	Mutual Respect: De-stigmatizing mental health battles.	Case Studies: Neutral scenario analysis of a student in distress.	
	Supporting a Peer	Safely supporting a friend in crisis; knowing confidentiality boundaries.	Mutual Respect: Caring for and protecting peers.	Role-Play Scripting: Practicing boundary-setting while supporting friends.	

	Digital Resilience	Curating online feeds to support positive mental wellbeing.	Individual Liberty: Choosing positive online environments.	Feed Audit: Evaluating mock social media profiles for mood impact.
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Term 2 □ Unit 2: Advanced Finance: Budgeting on a Salary

- **Unit Planner Text (Verbatim):** *This unit will begin to apply issues learned around how to flow money and saving works to how to budget on a given/set amount of money/salary.*
- **SMSC Alignment:** Social (societal economic structures), Moral (understanding tax and civic contributions).
- **Oracy Activity Focus:** *Harkness Discussion* (debating budget priorities and public contributions like tax).
- **SEND Adaptation:** Simplified payslip templates with color-coded key terms; pre-calculated savings tasks.
- **Assessment Criteria:** Students can calculate net pay from gross pay using tax/NI models, list 2 differences between credit and debit, and identify a financial scam.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Understanding Payslips	Decoding gross/net pay, income tax, National Insurance, and pensions.	Rule of Law: Legal tax obligations in the UK.	Payslip Breakdown: Identifying deductions on a sample payslip.
2	Credit vs. Debit	Differentiating between credit and debit; understanding personal spending limits.	Individual Liberty: Making smart, independent financial moves.	Harkness Discussion: "Should teenagers be allowed credit cards?"
3	Interest Rates Decoded	Understanding APR (borrowing costs) vs. AER (savings growth).	Rule of Law: UK lending regulations and consumer laws.	Rate Comparison: Finding the cheapest borrowing options in groups.

4	Salary Budgeting	Allocating a starter salary to cover rent, utilities, food, and transit.	Individual Liberty: Managing life on a set budget.	Budget Design: Working in pairs to budget a £1,600 monthly income.
5	The Danger of Debt	How small debts grow; credit scores and interest implications.	Rule of Law: Legal terms and responsibilities of borrowing.	Agree/Disagree Line: "Is debt ever a good thing?"
6	Spotting Scams	Identifying phishing, pyramid schemes, and money mule recruitment.	Rule of Law: Fraud laws and protecting financial accounts.	Scam Spotting: Analyzing scam emails and texts to spot warning signs.

Term 3 ● Unit 3: Romantic Relationships, CSE & County Lines

- **Unit Planner Text (Verbatim):** *This unit will pick up on issues of health and romantic relationships and will encourage young people to recognise grooming for relationships and criminal exploitation (county lines etc) and protecting the victims.*
- **SMSC Alignment:** Moral (preventing exploitation), Social (understanding community-level criminal impacts).
- **Oracy Activity Focus:** *Conscience Alley* (evaluating peer pressure and recruitment scenarios).
- **SEND Adaptation:** Illustrated scenario boards; color-coded safety and danger indicators for recruitment tactics.
- **Assessment Criteria:** Students can define "Child Sexual Exploitation (CSE)," explain the "County Lines" drug transport model, and apply an assertive refusal technique.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Intimacy Decisions	Assessing emotional readiness for physical intimacy and sex.	Individual Liberty: Autonomy over relationship steps.	Think-Pair-Share: "What shows a couple is ready for sex?"

2	Understanding CSE	Defining Child Sexual Exploitation; identifying grooming warning signs.	Rule of Law: Laws protecting minors from abuse and exploitation.	Scenarios: Identifying grooming tactics in relationship cases.
3	County Lines Systems	Understanding how gangs exploit youth to move drugs across regions.	Rule of Law: Exploitation laws and the Modern Slavery Act.	Interactive Mapping: Tracing how youth get trapped in gang lines.
4	Exploitation Tactics	Recognizing isolation, gifts, threats, and peer recruitment.	Individual Liberty: Resisting coercive criminal recruitment.	Conscience Alley: Advising a character facing recruitment.
5	Assertive Refusal	Developing strong, clear verbal refusal strategies in risky scenarios.	Individual Liberty: Protecting personal safety and choices.	Role-Play Practice: Assertive refusal drills in peer groups.
6	Reporting & Support	Confidential reporting pathways; accessing Childline, police, and trusted adults.	Rule of Law: Working with legal protections and reporting channels.	Resource Hunt: Mapping school and external help helplines.

Term 4 ● Unit 4: Toxic Relationships, Exploitation & Control

- **Unit Planner Text (Verbatim):** *This unit will pick up on the issues learned around relationship behaviour which will support them to recognise behaviour which is toxic, manipulative and recognise exploitation and grooming and control, as well as how to feel free in continuing with decisions.*
- **SMSC Alignment:** Moral (ethical interpersonal dynamics), Social (social resources for escaping abusive environments).
- **Oracy Activity Focus:** *Hot Seat* (questioning a character experiencing control/abuse).
- **SEND Adaptation:** Safety plan checklist card; simplified, visual power and control wheel.

- **Assessment Criteria:** Students can explain the difference between healthy compromise and coercive control, state how control alters legal consent, and outline a safety plan for exiting a relationship.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Toxic Relationship Signs	Spotting extreme jealousy, codependency, and emotional manipulation.	Mutual Respect: Supporting equal, supportive relationships.	Think-Pair-Share: "When does protectiveness turn into control?"
2	Spotting Manipulation	Deconstructing subtle isolation tactics and gaslighting.	Individual Liberty: Resisting psychological manipulation.	Hot Seat: Interviewing a character dealing with toxic partners.
3	Coercion & Legal Consent	How ongoing coercion and pressure invalidate legal consent.	Rule of Law: Legal consent standards under UK law.	Agree/Disagree Line: "Can consent exist without choice?"
4	Digital Harassment	Spotting cyber-stalking, constant check-ins, and online tracking.	Rule of Law: Laws against digital stalking and harassment.	Discussion Carousel: Finding ways to block online tracking.
5	The Power to Choose	Knowing your right to change your mind, end relationships, or stay.	Individual Liberty: Personal choice in relationship decisions.	Scenario Solutions: Structuring healthy, clear breakup chats.
6	Leaving Relationships Safely	Creating a safety checklist; identifying school and	Rule of Law: Protective orders	Resource Mapping: Creating safety

		professional support.	and civil support networks.	contact cards for peers.
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Term 5 □ Unit 5: Physical Health & Substances

- **Unit Planner Text (Verbatim):** *This topic picks up on work completed on physical health.*
- **SMSC Alignment:** Moral (analyzing illegal substances), Social (evaluating health trends in society).
- **Oracy Activity Focus:** *Devil's Advocate* (addressing peer myths about vaping and substance use).
- **SEND Adaptation:** Simplified drug category classification cards (Class A, B, C); clear ingredient graphics for vaping.
- **Assessment Criteria:** Students can classify illegal substances (Class A, B, C) and explain their legal/health consequences, and list 2 health risks of vaping.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Substance Classes	Understanding Class A, B, and C drugs, legal charges, and life impacts.	Rule of Law: Drug classification systems and legal penalties.	Fact Match: Matching drug categories to legal consequences.
2	Alcohol Risks	Physiological, cognitive, and social risks of binge drinking.	Rule of Law: Alcohol licensing laws and drink driving limits.	Think-Pair-Share: "How does alcohol affect choices?"
3	Vaping & Nicotine	Debunking vaping myths; lung health, nicotine addiction, and marketing.	Rule of Law: Age laws for purchasing nicotine products.	Devil's Advocate: Challenging "vapes are completely safe."
4	Resisting Substance Pressure	Practical strategies for saying no to substance use at parties.	Individual Liberty: Making independent lifestyle choices.	Role-Play Practice: Resisting pressure to use

				substances in groups.
5	Critical Health Literacy	Spotting online fake health trends and dangerous fitness advice.	Individual Liberty: Evaluating online health trends critically.	Ad Critique: Deconstructing viral fitness influencer claims.
6	First Aid: Overdoses	Emergency steps for drug or alcohol poisoning; calling recovery systems.	Rule of Law: Working with emergency services.	Emergency Drills: Practicing emergency calling and recovery position.

Term 6 ● Unit 6: Intimacy, Contraception & Family Choices

- **Unit Planner Text (Verbatim):** *Relationships*.
- **SMSC Alignment:** Moral (ethical reproductive decisions), Social (accessing public healthcare).
- **Oracy Activity Focus:** *Harkness Discussion* (discussing teenage parenting and contraceptive access).
- **SEND Adaptation:** Actual, non-functional contraceptive demo items; visual clinic check-in guide.
- **Assessment Criteria:** Students can name 2 contraceptive types, explain sexual health clinic confidentiality, and calculate the basic monthly cost of parenting.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Emotional Intimacy	Understanding that physical connection works best with emotional respect.	Mutual Respect: Valuing your partner's emotional needs.	Think-Pair-Share: "What builds trust in a couple?"
2	Contraception Types	Condoms, pills, implants, LARCs, and preventing STIs.	Individual Liberty: Managing	Contraception Sort: Matching contraceptive

			reproductive health choices.	methods to benefits.
3	Clinic Confidentiality	How local sexual health services work; confidentiality and STI checks.	Rule of Law: NHS confidentiality rights under UK law.	Clinic Role-Play: Practicing booking a sexual health check.
4	Teen Pregnancy Realities	Exploring the physical, school, and social changes of teen parenting.	Individual Liberty: Understanding how life choices shape futures.	Harkness Discussion: "How does teen pregnancy affect education?"
5	Financial Cost of Parenting	Budgets for baby needs (formula, diapers, housing, childcare).	Individual Liberty: Planning for economic independence.	Cost Calculation: Designing a budget for a newborn's first month.
6	Healthy Co-parenting	Shared child-raising duties, healthy communication, and family setups.	Mutual Respect: Collaborative relationship dynamics.	Scenario Debates: Dividing parenting duties fairly in mock cases.

Year 10 (Column 4)

Term 1 □ Unit 1: Intense Coping, Equalities & Disorders

- **Unit Planner Text (Verbatim):** *This continues to look at more intense coping mechanisms including mental disability, equalities and disorders.*
- **SMSC Alignment:** Spiritual (neurodivergent self-discovery), Social (inclusion of neurodiverse peers), Moral (combating discrimination).
- **Oracy Activity Focus:** *Structured Debate* (advocating for neurodivergent inclusion).
- **SEND Adaptation:** Color-coded stress level scales (1-10); matching cards for neurodiverse strengths.
- **Assessment Criteria:** Students can explain adolescent brain changes, list symptoms of 2 eating disorders, and define "neurodiversity."

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	British Values and Equality Radicalization	critically evaluate the concepts of extremism, radicalisation, and terrorist ideologies, analyze the statutory PREVENT duty and Channel referral programme, and examine their interaction with individual liberty.		
2	British Values an Equality Forced and arranged marriage	critically analyze the distinction between arranged and forced marriage, evaluate UK legislation including the Anti-social Behaviour, Crime and Policing Act 2014, and examine the civil and criminal protections available..		
3.	Social Media	Outline a range of strategies to improve wellbeing and explain the importance of balance in online and offline activities		
4.	Online Safety	Outline a range of strategies to keep your online presence and data safe		
5.	Online safety	Outline a range of strategies to improve wellbeing and explain the importance of balance in online and offline activities		
6.	Body Image			

7.	The Teenage Brain/Sleep/Mental Health	Hormonal shifts, brain development, risk assessment, and feelings.	Individual Liberty: Emotional self-regulation and awareness.	Think-Pair-Share: "How does the teenage brain process risk?"
8	Self Harm	Identify what self harm is		
	Revision Anxiety	Strategies to manage high academic expectations without burnout.	Individual Liberty: Managing student mental health.	Discussion Carousel: Finding effective revision planning habits.
	Understanding Eating Disorders	Bulimia, anorexia, binge-eating; recognizing signs and getting help.	Mutual Respect: Supporting peers dealing with eating struggles.	Case Studies: Neutral analysis of eating struggles.
	Neurodiversity & Inclusion	ADHD, Autism, dyslexia; celebrating neurodivergent strengths in school.	Mutual Respect: Creating neurodivergent-friendly spaces.	Structured Debate: "How can schools better support ADHD?"
	Building Resilience	Bouncing back from exams, relationship changes, and setbacks.	Individual Liberty: Building life resilience and growth.	Resilience Pitches: Presenting tips to bounce back from failures.

Term 2 □ Unit 2: The Modern Workplace, Debit & Credit

- **Unit Planner Text (Verbatim):** *This unit will look at the world of finance, debit and credit in more depth.*
- **SMSC Alignment:** Social (workplace organization), Moral (fighting workplace discrimination and gender wage gaps).
- **Oracy Activity Focus:** *Elevator Pitch* (pitching career skills and soft talents).
- **SEND Adaptation:** Simplified work contract highlights; visual diagrams of credit ratings.

- **Assessment Criteria:** Students can compare work contract types, define minimum wage, and explain credit history impacts on renting.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Employment Contracts	Gig economy, zero-hour contracts, full-time, and flexible work.	Rule of Law: Employment contract laws in the UK.	Contract Sorting: Matching work needs to contract types.
2	Rights at Work	Minimum wage laws, breaks, unions, and workplace safety rules.	Rule of Law: Employee rights and trade union laws.	Agree/Disagree Line: "Should zero-hour contracts be banned?"
3	Credit Score Impact	Credit histories; how early mobile and card choices affect adult rental options.	Individual Liberty: Building positive financial health.	Scenario Analysis: Tracking how young adult steps alter scores.
4	Borrowing Decisions	Evaluating interest, repayment periods, and high-cost loan risks.	Rule of Law: Financial services laws and FCA regulations.	Harkness Discussion: "Are credit cards helpful or dangerous?"
5	Gender Pay Gap	Historical inequalities, the Equality Act, and equal pay progress.	Mutual Respect: Workplace equity and diversity.	Data Analysis: Reviewing gender pay gap charts across fields.
6	Workplace Skills Audit	Writing professional resumes; identifying	Individual Liberty: Showcasing	Elevator Pitch: Pitching personal strengths for a

		communication and teamwork skills.	personal strengths for jobs.	job in 60 seconds.
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Term 3 ● Unit 3: Deepfakes, Pornography & Extremism

- **Unit Planner Text (Verbatim):** *This unit develops topic covered in year 8 in addition to deepfakes, pornography awareness, online laws, forced marriage and radicalisation.*
- **SMSC Alignment:** Moral (preventing extremism and radicalization), Social (legal impacts of digital media).
- **Oracy Activity Focus:** *Philosophical Chairs* (evaluating freedom of speech vs. online regulation).
- **SEND Adaptation:** Visual guidelines for spotting fake news; reporting flowcharts for extremist material.
- **Assessment Criteria:** Students can define "deepfake," explain pornography's impact on expectations, and identify radicalization warning signs.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Deepfakes & Media	Spotting synthetic media, disinformation, and fake news.	Individual Liberty: Developing independent, critical thinking.	Spot the Fake: Analyzing video clips for deepfake signs.
2	Pornography Myths	Comparing online pornography myths to healthy, respectful reality.	Mutual Respect: Respectful, loving relationships.	Agree/Disagree Line: "Does media distort relationship expectations?"
3	The Law Online	Laws against sexting, revenge porn, and online harassment.	Rule of Law: Sexual Offences Act and digital sharing laws.	Case Studies: Evaluating the legal consequences of media sharing.
4	Forced vs. Arranged	Differentiating free choice from legal forced	Rule of Law: Forced Marriage Protection Act.	Conscience Alley: Advising a character facing a forced marriage.

		marriage; support systems.		
5	Radicalisation & Extremism	Understanding extremist recruitment online; using the Prevent network.	Rule of Law: Prevent strategy and combating extremism.	Philosophical Chairs: "Can online algorithms cause radicalization?"
6	Escaping Echo Chambers	Critical thinking; fact-checking online content; respecting diverse views.	Tolerance: Respecting diverse viewpoints.	Source Checking: Spotting confirmation bias in online feeds.

Term 4 ● Unit 4: Relationship Red Flags & Toxic Environments

- **Unit Planner Text (Verbatim):** *Relationships*.
- **SMSC Alignment:** Moral (combating domestic abuse and discrimination), Social (community reporting frameworks).
- **Oracy Activity Focus:** *Structured Debate* (analyzing community bystander strategies).
- **SEND Adaptation:** Safety support plans; visual bystander action steps (The 5 Ds).
- **Assessment Criteria:** Students can define "love-bombing," state the legal boundaries of stalking, and apply a safe bystander strategy.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Manipulative Partners	Identifying early warning signs like love-bombing, control, and tracking.	Individual Liberty: Recognizing boundaries on freedom.	Think-Pair-Share: "When does intense dating become tracking?"
2	Stalking & Harassment Law	Knowing harassment laws; spotting unwanted	Rule of Law: Protection from Harassment Act and stalking laws.	Case Studies: Identifying where communication crosses legal lines.

		tracking and stalking.		
3	Gender-Based Violence	Deconstructing gender-based violence, misogyny, and misandry.	Mutual Respect: Challenging gender-based hostility.	Harkness Discussion: "How do we challenge sexist humor?"
4	Exiting Abuse Safely	Safety plans for leaving controlling partnerships and friend networks.	Individual Liberty: Safely exiting controlling environments.	Plan Building: Designing a quick-reference personal safety plan.
5	Safe Bystander Steps	Safe strategies to stop or report social harassment (The 5 Ds).	Mutual Respect: Protecting community safety.	Structured Debate: "Are bystanders responsible for stopping abuse?"
6	Building Healthy Routines	Constructive communication, boundaries, compromise, and mutual support.	Mutual Respect: Supportive, equal partnerships.	Role-Play Practice: Resolving differences constructively in couples.

Term 5 □ Unit 5: Risky Behaviors, Drugs & Public Safety

- **Unit Planner Text (Verbatim):** *Health*.
- **SMSC Alignment:** Moral (laws protecting citizens on nights out), Social (community safety responsibilities).
- **Oracy Activity Focus:** *Philosophical Chairs* (assessing group safety vs. personal responsibility).
- **SEND Adaptation:** Step-by-step AED prompt card; simplified recovery position instructions.
- **Assessment Criteria:** Students can list 3 physical risks of binge drinking, apply emergency first aid steps, and explain how peer groups influence risk choices.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity

1	Psychology of Risk	Peer group influences on risk-taking and teenage choice.	Individual Liberty: Resisting pressure to take dangerous risks.	Philosophical Chairs: "Are we more reckless in groups?"
2	Binge Drinking Consequences	Severe physical risks, alcohol poisoning, and brain impacts of binge drinking.	Rule of Law: Alcohol safety and licensing regulations.	Think-Pair-Share: "How does intoxication affect choice?"
3	Chemical Drug Risks	Long-term mental and physical damage of Class A, B, and C drugs.	Rule of Law: Misuse of Drugs Act and legal consequences.	Fact Sorting: Matching substances to long-term health risks.
4	Safety on Nights Out	Group planning, safe transit, tracking friends, and boundaries.	Individual Liberty: Personal safety and group care.	Travel Mapping: Designing safety checklists for nights out.
5	Concert & Crowd Safety	Crowd awareness, safety exits, staying hydrated, and checking on peers.	Mutual Respect: Looking out for community safety in crowds.	Harkness Discussion: "What makes a public concert venue safe?"
6	First Aid Refresher	Practical review of CPR, AED use, choking, and recovery position.	Rule of Law: Working with emergency medical systems.	Practical Drills: Speed tests for recovery positioning.

Term 6 □ Unit 6: Study Skills & Exam Preparation

- **Unit Planner Text (Verbatim):** *Study Skills*.
- **SMSC Alignment:** Spiritual (building positive self-assessment skills), Social (peer revision networks).

- **Oracy Activity Focus:** *Elevator Pitch* (pitching study tips and methods to peers).
- **SEND Adaptation:** Pre-formatted study plan calendars; visual revision system cards.
- **Assessment Criteria:** Students can design a study plan, explain active retrieval methods, and demonstrate a simple sensory grounding technique.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	My Study Calendar	Designing realistic, balanced study plans.	Individual Liberty: Taking charge of personal study goals.	Plan Design: Drafting a mock exam preparation schedule.
2	Workload Management	Balancing school demands, sports, jobs, and rest.	Individual Liberty: Managing personal schedule choices.	Discussion Carousel: Finding ways to reduce study pressure.
3	Anxiety Grounding	Sensory grounding techniques to manage exam panic.	Individual Liberty: Self-regulating anxiety in exams.	Grounding Practice: Running through the 5-4-3-2-1 sensory method.
4	Active Retrieval Skills	Flashcards, recall tests, and spaced revision steps.	Individual Liberty: Applying proven study methods.	Elevator Pitch: Pitching your favorite study method in 60 seconds.
5	Sleep for Exam Success	Aligning sleep routines with exam schedules.	Individual Liberty: Prioritizing health for better performance.	Think-Pair-Share: "How does missing sleep affect exam results?"
6	Exam Day Preparation	Positive visualization, nutrition, and	Individual Liberty: Preparing	Visualization Pairs: Practicing coping steps for

		stress management for test day.	mentally for success.	test-day challenges.
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Year 11 (Column 5)

Term 1 □ Unit 1: Stress Management, Drugs & Mindfulness

- **Unit Planner Text (Verbatim):** *This unit will build upon the work completed on stress and recognising triggers and inhibitors within themselves and the influences of drugs and stimulants on their work. We will work on mindfulness, self therapy and study skills techniques.*
- **SMSC Alignment:** Spiritual (mindfulness and emotional reflection), Social (debunking commercial exam stimulants).
- **Oracy Activity Focus:** *Panel Discussion* (debating healthy revision vs. caffeine burnout).
- **SEND Adaptation:** Stress tracker logs with visual icons; simplified breathing guides (box breathing).
- **Assessment Criteria:** Students can identify personal stress triggers, explain the health risks of using caffeine/stimulants for study, and demonstrate a reframing technique.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Values Recap	critically evaluate how British Values function in complex, real-world scenarios and demonstrate mature oracy skills		
2	Online behaviour	critically evaluate the Equality Act 2010, analyze its intersection with British Values, and apply this to complex scenarios		
3	Pornography	Identify pornography addiction and how to stay safe when searching online content		
4	Mental Health My Stress Triggers	Identifying personal stress sources and	Individual Liberty: Personal wellness self-regulation.	Think-Pair-Share: "What are your main stress triggers?"

		individual calming tools.			
5	Mental Health Routine				
6	Drugs Stimulant Abuse Risks	Debunking study boost myths; risks of vapes, energy drinks, and pills.	Rule of Law: Regulations on prescription study stimulants.	Panel Discussion: Debating energy drinks vs. sleep for study.	
7	Drugs 2				
	Mindfulness in Practice	Sensory grounding, box breathing, and somatic stress release.	Individual Liberty: Using daily mindfulness techniques.	Practical Breathing: Running through deep breathing routines.	
	CBT Reframing Skills	Using simple cognitive-behavioral reframing to challenge negative thoughts.	Individual Liberty: Building positive mental habits.	Reframing Task: Changing "I will fail" into realistic study targets.	
	Work-Rest Balance	Designing high-performance study blocks with active recovery periods.	Individual Liberty: Creating balanced, healthy personal routines.	Discussion Carousel: Finding effective revision break activities.	
	Meeting Deadlines	Managing high workload pressures, expectations, and prioritizing.	Individual Liberty: Taking responsibility for commitments.	Priority Matrix: Sorting urgent vs. important study tasks.	

Term 2 □ Unit 2: Goal Setting & Preparing for the Future

- **Unit Planner Text (Verbatim):** *Careers*.
- **SMSC Alignment:** Social (navigating future job opportunities), Moral (challenging gender and background barriers in careers).
- **Oracy Activity Focus:** *Mock Interview* (answering transition questions with a formal register).
- **SEND Adaptation:** Simplified resume templates; interview prompt cards with typical questions and answers.
- **Assessment Criteria:** Students can contrast Sixth Form/Apprenticeship paths, write a CV cover letter, and set a SMART goal.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Breaking Job Stereotypes	Overcoming gender and background biases in employment fields.	Mutual Respect: Equal opportunities in careers.	Harkness Discussion: "Why are some jobs gender-segregated?"
2	My Skills Audit	Matching personal hobbies, interests, and academic skills to jobs.	Individual Liberty: Discovering unique personal talents.	Think-Pair-Share: "What are three non-academic skills you have?"
3	Post-16 Choices	Evaluating colleges, apprenticeships, T-levels, and jobs.	Individual Liberty: Choosing your own post-16 pathway.	Pathways Match: Comparing requirements of local colleges.
4	Resumes & Cover Letters	Structuring standard CVs, resumes, and preparing for job interviews.	Rule of Law: Workplace equalities and hiring laws.	Mock Interview: Practicing simple job interview questions.

5	SMART Goal Setting	Building Specific, Measurable, Achievable, Relevant, Time-bound goals.	Individual Liberty: Designing your own career path.	Goal Tuning: Making general goals into SMART targets in pairs.
6	Building Resilience	Handling rejections, learning from job search bumps, and staying positive.	Individual Liberty: Building resilience through setback adjustments.	Case Studies: Finding ways to move forward after a job refusal.

Term 3 ● Unit 3: RSHE: Intimacy, Domestic Abuse & Consent

- **Unit Planner Text (Verbatim):** *This unit explores RSHE guidance over sexual relationships, picking up on issues of equality and domestic abuse, coercion on control. It discusses safe sexual pleasure and activity.*
- **SMSC Alignment:** Moral (understanding the legalities of domestic abuse), Social (accessing public protection services).
- **Oracy Activity Focus:** *Advocacy Circle* (speaking out against coercion in dating).
- **SEND Adaptation:** Safety support numbers printed on visual cards; simplified domestic abuse definition grids.
- **Assessment Criteria:** Students can define legal sexual consent standards, identify coercive control warning signs under the Domestic Abuse Act 2021, and compare contraceptive methods.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Intimacy & Equality	Mutual respect, safe sex, pleasure, and open partner communication.	Mutual Respect: Equal, respectful relationships.	Think-Pair-Share: "What shows a relationship is equal?"
2	Consent & Intoxication	How alcohol and drugs invalidate legal consent under UK law.	Rule of Law: Legal consent limits under the Sexual Offences Act.	Agree/Disagree Line: "Can an intoxicated person give consent?"

3	Domestic Abuse Laws	Spotting physical, financial, and emotional abuse in teenage couples.	Rule of Law: Domestic Abuse Act 2021 and legal protections.	Case Studies: Identifying warning signs in toxic relationships.
4	Coercive Control Laws	Legal charges for digital control, isolating partners, and threats.	Rule of Law: Laws against coercive and controlling behavior.	Advocacy Circle: Speaking out against controlling relationships.
5	Reproductive Choices	Hormone methods, implants, LARCs, condoms, and emergency options.	Individual Liberty: Autonomy over reproductive health choices.	Family Planning Sort: Matching contraceptives to lifestyle needs.
6	Asserting Boundaries	Asserting personal boundaries and handling dating disputes calmly.	Individual Liberty: Standing up for your own choices.	Role-Play Practice: Setting clear, comfortable personal boundaries.

Term 4 ● Unit 4: Identity, Inclusivity & Healthy Breakups

- **Unit Planner Text (Verbatim):** *Relationships.*
- **SMSC Alignment:** Cultural (valuing diverse orientations and gender identities), Moral (preventing anti-LGBTQ+ bullying).
- **Oracy Activity Focus:** *Advocacy Circle* (advocating for school inclusivity and diversity).
- **SEND Adaptation:** Visual definitions of gender/sexuality terminology; structured worksheets for emotional processing after a breakup.
- **Assessment Criteria:** Students can differentiate sex and gender identity, outline the historic legacy of Section 28, and apply healthy coping strategies after a breakup.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Sexuality Demystified	Understanding diverse sexual orientations and challenging stereotypes.	Individual Liberty: Freedom to love who you choose.	Think-Pair-Share: "How do we challenge orientation stereotypes?"
2	Gender Expression	Differentiating sex, gender identity, and pronoun systems.	Mutual Respect: Using chosen names and pronouns.	Q&A Session: Clarifying common gender terminology.
3	LGBTQ+ History & Law	Exploring historic struggles, Section 28, and equal rights in the UK.	Rule of Law: Equality Act 2010 and equal marriage.	Timeline Analysis: Reviewing progress in LGBTQ+ rights.
4	Stopping LGBTQ+ Abuse	Practical steps to stop homophobic, biphobic, and transphobic language.	Mutual Respect: Challenging identity-based bullying.	Advocacy Circle: Finding ways to make school hallways safer.
5	Healthy Breakups	Handling grief, rejection, and leaving relationships respectfully.	Mutual Respect: Ending relationships with care and respect.	Case Studies: Writing advice for a peer dealing with a breakup.
6	Rebuilding Self-Worth	Rebuilding your own identity, boundaries, and hobbies after a breakup.	Individual Liberty: Developing independent self-care goals.	Goal Design: Pitching a new personal goal post-breakup.

Term 5 □ Unit 5: Physical Health, Examinations & Screenings

- **Unit Planner Text (Verbatim):** *Health.*
- **SMSC Alignment:** Social (navigating NHS and community health support systems), Moral (understanding altruistic contributions like blood donation).
- **Oracy Activity Focus:** *Panel Discussion* (promoting physical check-ups and medical health literacy).
- **SEND Adaptation:** Visual maps of local clinic layouts; anatomical diagrams illustrating self-examination steps.
- **Assessment Criteria:** Students can explain testicular/breast self-exam steps, state how to register with a GP independently, and explain "herd immunity."

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Self-Examinations	Testicular and breast self-exams; spotting unusual tissue early.	Individual Liberty: Taking charge of personal physical health.	Checklist Drill: Memorizing self-exam steps.
2	GP & Dental Systems	Booking visits, dental options, and health confidentiality rules for under-18s.	Rule of Law: Patient rights and confidentiality rules.	Interactive Drills: Booking appointments and explaining health issues.
3	Vaccine Literacy	Vaccine science, HPV/MMR details, and herd immunity benefits.	Rule of Law: Public health protections and guidelines.	Panel Discussion: Debating public health measures vs. choice.
4	Routine Screenings	Cervical smears, sexual health checks, and eye test benefits.	Individual Liberty: Making preventative check-up choices.	Think-Pair-Share: "Why do people skip regular check-ups?"

5	Somatic Stress Signs	Spotting stomach pain, headaches, and tension caused by anxiety.	Individual Liberty: Noticing stress indicators early.	Body Mapping: Mapping where tension lives in the body.
6	Health Altruism	Blood donation, bone marrow registries, and helping the community.	Mutual Respect: Contributing to the health of your community.	Advocacy Pitch: Creating a poster to encourage blood donation.

Term 6 ● Unit 6: Moral Issues, Spiking, Family Planning & Finance

- **Unit Planner Text (Verbatim):** *This unit will deal with moral issues around abuse and relationships, the affect of drugs on relationships and Topical issues. We will move towards family planning, dangers, spiking, building upon consent as well as preparing lessons on fertility, pregnancy and family financial commitments.*
- **SMSC Alignment:** Moral (legal limits of spiking and consent), Social (understanding the economics of raising children).
- **Oracy Activity Focus:** *Oxford-style Debate* (discussing the socio-economic factors of family planning).
- **SEND Adaptation:** Visual symptoms checklists for spiking; step-by-step emergency action cards.
- **Assessment Criteria:** Students can define spiking laws, explain how substances alter consent, and outline fertility treatments like IVF.

Lesson	Lesson Title	Core Content & Objectives	British Values Link	Oracy / Classroom Activity
1	Substances & Intimacy	How drug and alcohol abuse damages relationship choices and trust.	Mutual Respect: Safe, non-coercive relationships.	Think-Pair-Share: "How does drinking alter communication?"
2	Spiking & Safety	Spotting drink/injection spiking; supporting peers; safety guidelines.	Rule of Law: Laws against spiking and drink tampering.	First-Response Script: Practicing getting help for a spiked friend.

3	Spiking and Consent	How intoxication invalidates legal consent; personal accountability.	Rule of Law: Consent laws under the Sexual Offences Act.	Agree/Disagree Line: "Is an intoxicated person responsible for consent?"
4	Fertility & Planning	Human fertility cycles, IVF treatments, and family planning choices.	Individual Liberty: Personal choice in reproductive planning.	Research Project: Comparing fertility options in small groups.
5	Parenthood Adjustments	Career adjustments, life goals, and schedule shifts for young parents.	Individual Liberty: Planning realistic, healthy futures.	Harkness Discussion: "How does a baby change a student's plans?"
6	Economics of Parenting	Calculating the cost of baby food, diapers, clothing, and housing.	Individual Liberty: Building stable financial foundations.	Oxford-style Debate: "Is financial stability necessary for parenthood?"

Year 12 (Column 6)

- **Term 1 Theme:** Living in the Wider World, Ethics & Social Responsibility
- **Subject Focus:** Religious Studies, Anti-Racism, Identity Politics & Personal Moral Frameworks
- **Oracy Assessment Focus (Year 12 Target):** Plan and deliver a confident 3–5-minute presentation; facilitate a group discussion (draw people in, manage pace); use formal spoken register in professional and academic contexts.

Lesson	Lesson Title	Core Content & Learning Objectives	British Values Link	Oracy / Classroom Activity
1	Forgiveness & Reconciliation in Ethics & Society	Objectives: • Explore religious and ethical perspectives on forgiveness (e.g., Matthew 6:14-15,	Mutual Respect & Tolerance: Understanding how spiritual/moral frameworks promote healing and conflict resolution.	Socratic Seminar: Debate: "Can true social justice exist without forgiveness, or is punishment necessary for systemic change?"

		Christian duty of reconciliation). • Evaluate whether forgiveness is necessary for personal healing and societal harmony after injustice. • Examine how forgiveness applies to historical and social grievances.		
2	Black Lives Matter, Identity Politics & Anti-Racism	Objectives: • Critically evaluate the Black Lives Matter (BLM) movement vs. critiques of "identity politics" (referencing Kemi Badenoch's political commentary). • Assess whether specific equality campaigns are necessary or if they risk dividing society. • Understand anti-racist behavior under the Equality Act 2010.	Rule of Law & Individual Liberty: Examining statutory rights under Equality Act 2010 vs. freedom of political expression.	Oxford-Style Debate: "This House believes that specific identity-based equality campaigns are essential for achieving true societal fairness."
3	Religious Debate, Diversity & Forgotten Commonwealth Heroes	Objectives: • Analyze religious scriptures on human equality (e.g., Galatians 3:28). • Discover and evaluate the historical contributions of forgotten Black and Commonwealth war heroes (e.g., Sgt Major Alhaji Grunshi, William Robinson Clark, Subedar Mir Dast). • Evaluate how Commonwealth shared values align with British Values.	Tolerance of Faiths & Beliefs / Democracy: Connecting Commonwealth democratic standards to core British Values.	Group Presentation & Pitch: 3-minute presentation pitching a forgotten Commonwealth hero for a national memorial monument.
4	Freedom of Expression vs. Hate Speech	Objectives: • Distinguish between protected freedom of	Individual Liberty & Rule of Law: Analyzing the legal	Fishbowl Discussion: Evaluating

		expression under Individual Liberty and illegal hate speech/harassment. • Evaluate online algorithm echo chambers and their role in radicalization. • Analyze workplace and higher education codes of conduct.	boundaries of free speech in democratic societies.	controversial case studies of campus speakers and social media posts.
5	Intersectionality & Black Women in History	Objectives: • Define intersectionality and analyze how race, gender, and socio-economic status overlap. • Explore the historical contributions of Black women (e.g., Princess Omo-Oba Adenrele Ademola, Corporal Lilian Bader). • Debate how representation influences personal aspiration and cultural capital.	Mutual Respect: Recognizing and celebrating intersectional diversity and historical achievement.	Harkness Discussion: "How does the erasure of specific historical narratives impact modern workplace equity and self-worth?"

Year 13 PSHE Master Curriculum Module

Theme: Independence & Transitional Readiness (Post-18)

Year 13 Curriculum Intent & Rationale

As students reach the final stage of Key Stage 5, the PSHE curriculum shifts focus toward total personal autonomy, adult self-efficacy, and successful transition into post-18 life (Higher Education, Higher/Degree Apprenticeships, or the workforce).

The **Year 13 Independence Scheme of Work** synthesizes five years of prior learning across Health and Wellbeing, Relationships, and Living in the Wider World. It equips students to navigate real-world adult responsibilities—ranging from tenancy agreements and managing personal finances to accessing adult healthcare, managing workplace boundaries under the Equality Act 2010, and taking active civic responsibility.

Key Stage 5 (Year 13) Oracy Assessment Target

Year 13 Target: Communicate with authority and adaptability in any context; reflect critically on how they communicate and why; mentor others in discussion and spoken communication.

- **Key Oracy Focus Areas in Year 13:**

- o **Authority & Adaptability:** Practice formal negotiation (e.g., landlord disputes, workplace salary/contract queries, GP consultations).
- o **Critical Reflection:** Analyze personal communication styles during high-stakes conflict resolution (e.g., flatmate disputes, boundary setting).
- o **Mentorship:** Facilitate discussions and mentor Key Stage 3/4 students during whole-school student voice or peer guidance initiatives.

SEND Access & Adaptive Approaches (Year 13 Focus)

To ensure all Year 13 students access age-appropriate independent living content in a developmentally suitable and empowering manner:

- **Cognitive & Learning (MLD/SLD):** Provide dual-coded visual flowcharts for tenancy agreement steps, step-by-step budget calculators with pre-filled formulas, simplified contract cheat-sheets, and icon-mapped NHS service navigation guides.
- **Communication & Interaction (ASD/SLCN):** Utilize structured negotiation scripts for landlord/flatmate interaction, explicit social boundary prompt cards in shared housing, low-stimulus reflective planning time, and defined communication templates for workplace queries.
- **Social, Emotional & Mental Health (SEMH):** Establish clear exit-card protocols for sensitive transition anxiety/financial distress topics, frame scenarios using third-person distancing techniques (e.g., case studies of post-18 life), and schedule pre-booked check-ins with 6th Form pastoral support staff.
- **Sensory & Physical (VI/HI/PD):** Provide screen-reader accessible digital tenancy/budget templates, closed-captioned videos on tenant rights, large-print options, and ensure physical layout accessibility for active debate and role-play activities.

British Values & Cultural Capital Thread in Year 13

- **Democracy:** Understanding civic responsibilities as adult citizens, electoral registration, jury service, and active participation in local/national policy advocacy.
- **Rule of Law:** Navigating adult legal frameworks—including AST tenancy contracts, employment law (working time regulations, statutory rights), consumer rights, and the Domestic Abuse Act 2021 in adult contexts.
- **Individual Liberty:** Exercising personal autonomy in living choices, financial decision-making, bodily autonomy in adult healthcare, and freedom of expression within legal boundaries.
- **Mutual Respect & Tolerance:** Co-living with diverse populations in university halls, shared housing, or corporate environments; active allyship and applying the Equality Act 2010 in post-18 settings.

Year 13 Master Scheme of Work: Units Overview

Term	Unit Title	Primary Focus Area	Key Outcome / Assessment Descriptor
Term 1	Unit 1: Independent Living & Tenancy Rights	Living in the Wider World	Understand Assured Shorthold Tenancies (ASTs), tenant rights/responsibilities, deposit protection, and flatmate dynamics.
Term 2	Unit 2: Advanced Financial Management & Adult Contracts	Living in the Wider World	Budgeting on Student Finance/Graduate salaries, understanding credit scores, taxes (PAYE/Self-Assessment), APR/interest, and avoiding consumer traps.
Term 3	Unit 3: Navigating Adult Healthcare & Self-Care	Health & Wellbeing	Registering independently with NHS GPs/dentists, understanding health confidentiality as an adult, managing mental health transitions, and adult substance safety.
Term 4	Unit 4: Adult Relationships, Consent & Co-Living	Relationships & Sex Education	Navigating adult consent, long-distance relationships, shared housing communication, toxic relationship exit plans, and safety in nightlife.
Term 5	Unit 5: Workplace Equalities, Civic Duty & Rights	Living in the Wider World	Applying the Equality Act 2010 in employment/HE, understanding union representation, whistleblowing, voting, and jury service duties.
Term 6	Unit 6: Transitional Resilience & Peer Mentorship	Health & Wellbeing / Leadership	Managing post-18 transition anxiety, self-efficacy, establishing professional networks, and mentoring younger Key Stage students in CHA.

Year 13 Detailed Unit Plans

Term 1 □ Unit 1: Independent Living & Tenancy Rights

Unit Summary: This unit prepares students for moving out of home, whether into university halls, shared private housing, or independent rentals. Students learn the legalities of tenancy agreements, tenant rights vs. landlord responsibilities, deposit protection schemes, utility bill management, and practical strategies for shared living.

SMSC Alignment: Social (co-living dynamics), Moral (respecting housing contracts and shared spaces), Legal (housing law). **Oracy Focus:** Formal negotiation role-play (communicating assertively with landlords/agents regarding repairs or deposit disputes).

Lesson	Lesson Title	Core Content & Learning Objectives	British Values Link	Oracy / Classroom Activity
1	Moving Out: University Halls	Compare university halls, private HMOs, and living at	Individual Liberty: Making informed co-	Structured Discussion: Evaluating pros and cons

	vs Private Renting	home. Understand inventory checks, guarantor requirements, and initial setup costs.	living and housing choices.	of housing models in small groups.
2	Decoding Tenancy Contracts	Understand Assured Shorthold Tenancies (ASTs), break clauses, joint vs individual liability, and legal landlord obligations.	Rule of Law: Understanding legal rights and obligations under UK Housing Law.	Document Audit: Reviewing sample AST contracts to spot unfair terms or obligations.
3	Tenant Rights & Dispute Resolution	Managing deposit protection schemes (TDS), handling damp/repairs, reporting rogue landlords, and accessing Council/Citizens Advice support.	Rule of Law: Enforcing tenant rights through official legal and tribunal channels.	Formal Negotiation Role-Play: Practicing assertive, evidence-based conversations with a mock landlord.
4	Managing Household Utilities & Bills	Setting up energy accounts, broadband, Council Tax exemptions (students) vs payments, and split-bill applications.	Individual Liberty: Managing household operational responsibilities independently.	Budget Simulation: Allocating energy, water, and broadband costs across a shared house.
5	Domestic Autonomy & Flatmate Agreements	Establishing household ground rules, shared cleaning rotas, boundaries around guests, and handling flatmate conflicts maturely.	Mutual Respect: Respecting personal space and shared domestic boundaries.	Fishbowl Discussion: Resolving mock co-living friction scenarios using structured communication frameworks.

