

Youth Challenge, Bolton Impact Trust PSHE / Life Skills Curriculum

Rationale

At Youth Challenge, we recognise the incredibly important role that Life Skills has to play for our students. Many of our students come to us having already been exposed to some form of adverse childhood experiences within their family life, whether this be bereavement, substance misuse, parental incarceration, domestic violence or family separation. Consequently, areas such as healthy relationships, mental and physical wellbeing and keeping safe are of paramount importance. We believe that a Personal, Social, Health and Economic (PSHE) education, known as Life Skills at Youth Challenge, is incredibly important because it helps pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want all of our pupils to be equipped to navigate their way through the stresses, pressures and influences on their lives and to know how to stay healthy and safe. We will help them to develop their emotional literacy and positive mental health, to find their own voice and to have autonomy in their life and in their choices. Our pupils will be shown how to transform their potential into long-lasting success both in their personal and working lives.



Knowledge

We ensure that throughout the Life Skills curriculum pupils acquire the key knowledge required to:

- Keep themselves healthy
- Keep themselves safe
- Take care of their mental health
- Communicate their feelings
- Make well-informed financial decisions
- Be successful in their chosen career



Character

We ensure that pupils develop their own character attributes by teaching them how to take good care of themselves, to be discerning in their relationships and of the influences on them. We teach pupils to know their own worth, to be their authentic selves and to respect others. To build skills such as reliance, determination, kindness, tolerance and empathy.



Creativity

We ensure that pupils can respond to their learning and express their thoughts and feelings in creative ways. We encourage them to find their voice and to be confident to be themselves.



Innovative Thinking

We inspire pupils to think innovatively, to problem-solve and to learn to make well-informed decisions that are not heavily influenced by others. We encourage pupils to become discerning and autonomous in their thinking, to 'read between the lines' and to be confident in their own opinions.



Transform

We teach pupils to transform the essential knowledge and skills that they are taught in the PSHE curriculum into long-lasting success in the world of further study and work. We ensure that pupils understand what it is to be human and will develop key characteristics like empathy, tolerance and respect for other people, their cultures and beliefs.

Curriculum Design

The PSHE curriculum for Bolton Impact Trust is known as 'Life Skills' and Youth Challenge and is based upon the Jigsaw PSHE program which is a mindful approach to health and well-being, and brings together Personal, Social, health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a scheme of learning. It is compliant with the statutory RSHE requirements and is carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the academic year and the various Knowledge Blocks, knowledge and understanding is deepened and regularly revisited.

Pupils who leave us to return to mainstream are able to re-engage with the PSHE curriculum there because we do not narrow their offer when they are with us.

The Life Skills curriculum is also designed to be flexible and to respond to the needs of the pupils. The Life Skills lead liaises closely with the DSL and if a particular issue arises in a setting, staff are able to respond to that issue through the Life Skills curriculum if the Leadership team feels that this is necessary.

The Life Skills curriculum is organised into six key topics for each half term-

Being me in my world – Pupils in each Knowledge Block will consider how they fit into the world, how the world affects their identity and what control they have over this. They will also explore the online world and how this affects their identity and what they can control in the virtual world.

Celebrating Difference - Pupils in each Knowledge Block will consider how different we all are from one another and think about whether differences are a good or bad thing. They will look at inequality and whether difference results in inequality.

Dreams and goals - Pupils in each Knowledge Block will look at how their choices affect their dreams and goals and what autonomy they have in securing those ambitions. They will explore what success means to them and how physical and mental health play a significant part in achieving their dreams and goals.

Healthy Me – Pupils in each Knowledge Block will learn to take responsibility for their physical and mental health. They will understand what keeps them healthy and they will understand how substances can affect both mental and physical health.

Relationships - Pupils in each Knowledge Block will learn the differences between healthy and unhealthy relationships.

Changing Me - Pupils in each Knowledge Block will learn to deal with the changes that they are experiencing in all aspects of their lives. They will explore how they feel about themselves as they change and move towards adulthood and what they need in order to be happy and fulfilled.

Although our Life Skills curriculum is mapped and somewhat fixed, we allow the flexibility for Life Skills teachers to address issues and needs as they arise; consequently, our lesson curriculum is often adapted in response to issues noted via CPOMS logs. For example, if we have concerns about students being criminally exploited, we may address issues such as county lines with groups that these concerns relate to, even if it is not scheduled to be covered until later in the year. SMSC is at the heart of our PSHE curriculum and this was reflected through our acquisition of the gold standard award for SMSC in 2022.

All students access one 50 minute Life Skills session per week and are taught by a subject specialist. All classes are supported by a learning mentor who is available to provide additional support for students within the class and also able to assist with the creation and delivery of adaptive teaching resources. As some of the most prominent issues covered in Life Skills here link to safeguarding, all staff complete termly CPD on matters such as county lines and knife crime to ensure that we have the necessary skills and knowledge to tackle these issues across the school. All staff have regular teaching and learning CPD opportunities available to them via the trust but are also supported in accessing external subject specific professional development opportunities. Life Skills and Work Skills staff are part of whole trust and wider community PSHE hubs where they network with other practitioners and share good practice.

Reading is prioritised across all subjects at Youth Challenge; in Life Skills we focus on subject specific vocabulary and using this vocabulary within context. Oracy is an integral part of Life Skills and we work hard to provide our students with the vocabulary needed to express their thoughts and ideas, and make themselves heard by communicating these in an articulate and appropriate manner. Students are encouraged to build banks of vocabulary, and word games, reading activities and varied engaging text based resources are used to encourage reading within lessons.

Our Life Skills, Social Skills and Work Skills curriculum are all categorised under the broader title of 'Personal Development' and thus the curriculum for all three subjects are closely linked and mapped. All students access one afternoon off site in which they partake in our Social Skills curriculum; our Social Skills sessions address the phase one needs of our students by focusing on different aspects of the Every Child Matters agenda, such as keeping safe and healthy lifestyles. Furthermore, external speakers are regularly brought in to deliver workshops to students on topics such as first aid and knife crime; these sessions are well received and help bring topics to life. Students enjoy Life Skills at Youth Challenge and appreciate its value in their personal development; past students often contact our Life Skills staff to thank them for the positive impact that they have had on their lives, especially when it comes to securing employment.

The Life Skills Curriculum Intent

At Youth Challenge in key stage 3, Life Skills is delivered through a two-year rolling curriculum designed specifically to meet the needs of pupils in an Alternative Provision setting, where pupils may join or leave at different points during the academic year. Rather than delivering separate Year 8 and Year 9 programmes consecutively, pupils follow Cycle A and Cycle B, with each half-term planned as a coherent, self-contained unit so that pupils can access the curriculum regardless of their starting point. The curriculum follows the six broad themes of *Being Me in My World*, *Celebrating Difference*, *Dreams and Goals*, *Healthy Me*, *Relationships* and *Changing Me*, while blending and carefully sequencing Year 8 and Year 9 knowledge. Essential knowledge from the Year 7 curriculum has also been identified and deliberately incorporated across both cycles, particularly where it provides important foundations for later learning or addresses key aspects of personal safety, relationships, health and wellbeing. This ensures that pupils who have experienced disrupted attendance, non-engagement or gaps in their previous Life Skills education are not disadvantaged by having missed earlier content. A spiral approach to progression ensures that this foundational knowledge is regularly retrieved and revisited before pupils encounter increasingly complex concepts and situations. Cycle A is more foundation-led, while Cycle B places greater emphasis on risk, rights, decision-making and age-appropriate safeguarding content. This approach enables mixed-age groups to be taught through one shared curriculum while ensuring that gaps in prior learning are addressed, essential knowledge is not dependent upon length of placement, and pupils build increasingly secure knowledge, understanding and confidence over time.

At key stage 4 our Life Skills curriculum is planned and delivered as a two year cycle and pupils are taught in their age groups. Pupils are assessed on their knowledge and understanding of each key theme at the beginning of every half term, so that they can build upon what they already know. There are opportunities to revisit areas of the key stage 3 curriculum to secure that knowledge should it be necessary, which means that in some classrooms pupils may be working on different key knowledge within a unit.

For some pupils, further personalisation of the Life Skills curriculum is required because there is a need to deliver key knowledge that has been missed previously through non-engagement or attendance in school that is related to an issue that the young person is currently experiencing. Senior leaders and DSLs will ensure that this is addressed through key working or 1-1 sessions.

Cycle A: Foundation, belonging and self-awareness — Autumn 1: Being Me in My World

Term: Autumn 1	Topic: Being Me in My World	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can I choose how I fit into the world?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Identity and influence	Core AP safety spine: ground rules, confidentiality, trusted adults and help-seeking. Year 7: identity, influences, online/offline identity and belonging. Prior knowledge: identity is affected by family, friends, media, interests and experiences.	• I can explain that identities are complex and can change over time • I can identify similarities, differences and diversity in people's identities • I understand that faith, families, communities and cultures can influence identity • I can begin to identify the influences in my own life	Identity map: pupils annotate influences on identity and explain which influences they accept, question or reject.	identity; influence; culture; faith; community; diversity; belonging; individuality	Identity is fixed. Everyone in the same family, faith or culture has the same identity. Difference means division.
2. My family, my history and me	Identity is affected by a range of factors. Families can look different and influence people in different ways. Pupils may choose to accept or reject some influences as they grow.	• I understand collective and individual identities • I understand how family can influence self-identity • I can reflect on how personal history can shape identity • I can recognise that some influences can be chosen, questioned or rejected safely	Scenario reflection: pupils identify family/community influences and explain how someone could respond respectfully while staying true to themselves.	family; self-identity; collective identity; individual identity; cultural diversity; influence; personal history	I am not influenced by others. All families look the same. Rejecting an influence means rejecting a person.
3. First impressions and assumptions	People may make assumptions about others. Identity can be presented differently in different settings. Respectful listening helps reduce misjudgement.	• I understand that first impressions can lead to misinformed judgements • I can identify accurate and inaccurate assumptions about identity • I understand that I can make choices about influences I accept as part of my identity • I can listen actively to others and consider different perspectives	Sort task: pupils classify statements as fact, assumption or stereotype, then rewrite assumptions as respectful questions.	first impression; assumption; judgement; stereotype; misinformed; active listening; perspective	First impressions are always right. If lots of people think something, it must be true. Assumptions do not harm anyone.
4. Faith, beliefs and respect	People hold different views and beliefs. Respecting a view does not always mean agreeing with it. Beliefs can be important to identity.	• I understand there is a range of beliefs within any community • I can recognise beliefs that are important to me • I can see the world from other people's points of view • I can respect people's right to hold different views and beliefs	Discussion assessment: pupils explain how two people with different beliefs can disagree respectfully.	faith; belief; viewpoint; respect; community; values; tolerance; diversity	Beliefs are simply right or wrong. Respect means agreeing. Everyone in the same faith community believes exactly the same thing.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
5. Online and offline identity	Year 7: online identity, digital footprint, online safety and consequences. People can present themselves differently online and offline.	• I understand how people present themselves differently online and offline • I can recognise the positives and challenges of managing multiple identities • I can reflect on my own online and offline identity • I can make safe and authentic choices about how I present myself	Online/offline identity diagram: pupils compare benefits, risks and safe choices in different contexts.	authenticity; online identity; offline identity; multiple identities; digital footprint; self-presentation	Having different identities means being fake. Online identity is separate from real identity. Authenticity means saying anything you think.
6. AP safety bridge: influence, risk and help-seeking	Influence, peer pressure, online safety and trusted adults. Pupils need to know how to access support if worried about identity, family, online issues or relationships.	• I can identify positive and negative influences • I can recognise when an influence might create risk • I know how to access support for myself or someone else • I can explain how identity, influence and safety are linked	Scenario response: pupils advise a young person who is being influenced online or within a peer group.	risk; influence; peer pressure; trusted adult; support; help-seeking; personal safety	Asking for help means I cannot make my own choices. If my friends do something, it must be safe. Risk only means physical danger.

Cycle A: Foundation, belonging and self-awareness — Autumn 2: Celebrating Difference

Term: Autumn 2	Topic: Celebrating Difference	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How different are we really?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Prejudice, discrimination and persecution	Year 7: prejudice, discrimination, stereotypes, bystanders, Equality Act and challenging discrimination. Pupils know bullying and discrimination can harm individuals and communities.	• I can explain key terms including persecution, intolerance, resistor, bystander and perpetrator • I can explain how and why prejudice can become persecution • I can empathise with people affected by prejudice • I can respond with kindness and courage	Vocabulary check and case study: pupils explain how prejudice can escalate and identify possible responses.	prejudice; discrimination; persecution; intolerance; bystander; perpetrator; resistor; empathy	Prejudice is only an opinion. Persecution only happened in the past. Bystanders are not involved if they do nothing.
2. Propaganda, bystanders and courage	Pupils have learned that influence, stereotypes and online/media messages can shape attitudes. They know bystanders can affect bullying situations.	• I can recognise how propaganda influences people, past and present • I can identify how language and images may be used to influence attitudes • I can explain the role of bystanders, resisters and perpetrators • I can consider safe ways to challenge prejudice	Source analysis: pupils identify persuasive features in a simple example and explain how a bystander could act safely.	propaganda; influence; attitude; stereotype; bystander; resistor; courage; challenge	Propaganda is always obvious. Only the person causing harm is responsible. Challenging prejudice always means confrontation.
3. LGBT+ phobia and allyship	What LGBT+ means. What bullying is and how to challenge it. Respect, difference, inclusion and the emotional impact of bullying.	• I can define what is and is not bullying • I can give examples of LGBT+ bullying • I can describe steps that can be taken to challenge LGBT+ bullying safely • I understand the emotional impact of LGBT+ bullying on victim and perpetrator	Scenario sort: pupils identify bullying, conflict and prejudice, then select safe challenge/reporting routes.	LGBT+; LGBT+ phobia; homophobia; biphobia; transphobia; bullying; ally; inclusion; reporting	LGBT+ bullying is only serious if physical. Using "gay" as an insult is harmless banter. Only LGBT+ pupils are affected by LGBT+ phobia.
4. Social injustice and hate crime	Pupils have explored prejudice, discrimination, protected characteristics and seeing the world from others' viewpoints.	• I can explain what social justice and social inequality mean • I can identify what a hate crime is • I can evaluate benefits of living in a multicultural society • I can reflect on my own values and how they influence my understanding of justice and inequality	Written explanation: pupils define hate crime and explain why equality and respect matter in a community.	social justice; social inequality; hate crime; multicultural society; equality; diversity; values	A hate crime is just someone being rude. Inequality only means people having different amounts of money. If it does not affect me, it is not my responsibility.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
5. Mutual respect and religious tolerance	Pupils know what respect and tolerance mean. They understand that people hold different beliefs and that beliefs can shape identity.	• I can define religious intolerance • I can identify historical examples of religious persecution • I can reflect on positive aspects of religion • I understand how to show mutual respect and tolerance	Respectful debate task: pupils explain how people with different beliefs can live and learn together respectfully.	mutual respect; tolerance; religious intolerance; persecution; faith; belief; community	Tolerance means agreeing with everything. Respect means never challenging harmful views. People in the same religion all believe the same things.
6. Making a positive difference	Choices have consequences. Pupils can challenge attitudes and values positively. Helping others can support wellbeing and community belonging.	• I can make a positive contribution to my community • I recognise that my choices impact self-confidence and integrity • I can recognise the benefits of helping others • I understand that taking positive action can support mental wellbeing	Action plan: pupils design one realistic action to challenge prejudice or strengthen inclusion in school/AP.	positive contribution; community; self-efficacy; integrity; positive action; wellbeing	One person cannot make a difference. Helping others only benefits the person being helped. Positive action has to be big or public.

Cycle A: Foundation, belonging and self-awareness — Spring 1: Dreams and Goals

Term: Spring 1	Topic: Dreams and Goals	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can the choices I make now influence my future?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Short-term and long-term goals	Year 7: dreams and goals can change; pupils can set goals, success criteria and challenges. Pupils have explored barriers and coping strategies. Year 7 bridge knowledge to secure: Pupils should retrieve how to set success criteria, recognise progress and celebrate achievement, not only focus on final outcomes.	- I can explain the difference between short-term and long-term goals - I can set my own career, personal, academic and financial goals - I understand what grit means and why it can support success - I can identify areas where I may need to expand my skills - I can create simple success criteria so I know what progress or achievement will look like	Goal-setting grid: pupils create one short-term and one long-term goal with first steps and possible barriers.	short-term; long-term; grit; goal; aspiration; career; academic goal; financial goal; success criteria; progress; achievement; celebrate	Long-term goals should never change. Grit means never resting or asking for help. People either have skills or they do not. Only the final outcome matters; small steps and progress do not count as achievement.
2. Grit, growth and skill development	Future skills can be developed over time. Mistakes and setbacks can be used to adapt plans. Teamwork and communication support goal achievement.	- I can explain why skills can be learned and developed - I can identify transferable skills I already have - I can reflect on how setbacks can help me improve - I can identify one skill I want to develop for my future	Skills audit: pupils identify current strengths and one development target, with a realistic action step.	transferable skills; growth; setback; resilience; communication; creativity; problem-solving	You are either naturally good at something or you are not. Failure means stop trying. School learning has no link to future life.
3. Money, values and wellbeing	People have different needs, wants and values. Money can influence choices, relationships and communities.	- I understand positive and negative roles money can play in society - I understand that people have different relationships with money - I understand that money can be divisive in relationships and communities - I can form my own opinions on moral issues around money	Opinion line: pupils justify views on a money-related scenario using respectful reasons.	money; values; wealth; wellbeing; divisive; moral issue; community; fairness	Money solves every problem. Everyone has the same relationship with money. People with less money have simply made poor choices.
4. Income, spending and financial choices	Pupils know that goals may include financial goals. Spending choices can have consequences. Keeping track of spending supports wellbeing.	- I understand variations in income across the world - I can make reasoned judgements about spending - I can explain why it is important to track spending	Budget scenario: pupils prioritise spending choices and explain consequences of different decisions.	income; earnings; spending; saving; budget; affordability; financial wellbeing; priorities	Small purchases do not matter. Tracking spending is only for adults. A higher income always means a happier life.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
		• I can reflect on the effect money can have on mental health			
5. Online safety and future aspirations	Year 7: online identity and consequences. Pupils know online behaviour can affect self and others.	• I can describe how my online activity can be positive and negative • I can identify steps to protect my online identity • I can avoid online choices that could negatively affect future aspirations • I can make responsible decisions about online risks	Digital footprint check: pupils advise a fictional pupil about posts/messages that could affect future opportunities.	online identity; digital footprint; privacy; reputation; aspiration; online safety; future	Private accounts are completely safe. Deleting something removes the problem. Online choices cannot affect future goals.
6. Assessment: my future choices plan	Goals, grit, money, online safety and future aspirations. Pupils should connect choices now with possible future consequences.	• I can explain how choices I make now can influence my future • I can set a realistic goal and identify first steps • I can explain how money and online behaviour can affect aspirations • I can identify where to get help with future planning	Personal future plan: pupils complete a one-page plan linking goal, skill, possible barrier, online choice and support route.	future plan; aspiration; support; barrier; choice; consequence; digital reputation	The future is completely fixed. One mistake ruins everything. Planning only matters when you already know exactly what job you want.

Cycle A: Foundation, belonging and self-awareness — Spring 2: Healthy Me

Term: Spring 2	Topic: Healthy Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can I become more responsible for my health and happiness?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Supporting my physical and emotional health	Year 7: nutrition, exercise, sleep and stress affect body and mind. Healthy lifestyle choices support mood, learning and wellbeing.	• I can describe actions that support good physical health • I can list factors that help ensure good health longer term • I understand my responsibility for my health • I can state links between physical and emotional health	Health web: pupils link sleep, food, movement, stress and emotions to short- and long-term wellbeing.	physical health; emotional health; mental health; lifestyle; nutrition; exercise; sleep; wellbeing	Physical and emotional health are separate. Looking healthy always means someone is healthy. Health only matters when you are ill.
2. Risks, substances and the law	Year 7: substances can affect the body and mind; nicotine and caffeine; people use substances for different reasons; choices have consequences. Year 7 bridge knowledge to secure: Pupils should explicitly retrieve caffeine as a stimulant, alongside nicotine, and understand that legal substances can still affect sleep, mood, concentration and health.	• I can outline what the law says about substance use and possession • I can describe links between substances and exploitation of young people • I am aware of steps to avoid high-risk behaviour related to substances • I know how I can keep myself safe and well • I can explain that caffeine and nicotine are stimulants and can affect the body, brain, sleep and decision-making	Law and risk card sort: pupils match terms with meanings and select safer choices in scenarios.	substance use; possession; law; risk; high-risk behaviour; consequence; safety; nicotine; caffeine; stimulant; dependency	Legal substances are always safe. Possession is not serious if it is a small amount. Saying no is always easy. Caffeine is harmless because it is legal and easy to buy.
3. Substances, exploitation and safety	Peer influence, pressure, grooming and help-seeking. Pupils know risky choices can be linked to social groups and exploitation.	• I can describe how substances may be linked to exploitation • I can recognise signs that someone might be pressured or exploited • I can identify steps to reduce risk • I know where to seek help for myself or someone else	Exploitation scenario: pupils identify warning signs, risks, safe responses and trusted support routes.	exploitation; pressure; grooming; vulnerability; risk; trusted adult; support; safeguarding	Exploitation only happens to people already in trouble. People involved in substance-related risk have simply made bad choices. Asking for help always gets someone into trouble.
4. Protecting my physical health	Year 7: hygiene, infection prevention, healthcare systems, safe medicine use and responsibility for health. Pupils know daily habits can affect long-term health.	• I can describe actions that support good physical health • I can list factors that positively and negatively affect long-term health • I can evaluate which health habits	Habit audit: pupils choose one habit to improve and explain why it matters for long-term health.	physical health; dental health; long-term health; hygiene; prevention; self-care; routine; hygiene; infection prevention;	Dental health is separate from physical health. If you feel fine, habits do not matter. Only adults need to think about long-term health.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
	Year 7 bridge knowledge to secure: Pupils should retrieve infection prevention, hygiene routines and safe self-care choices, including not sharing medicines and following dosage instructions.	are easier or harder to maintain • I can state links between dental health and physical and emotional health • I can explain how hygiene, infection prevention and safe medicine use help protect physical health		prescribed medicine; over-the-counter medicine; dosage	If a medicine is available at home or from a shop, it is always safe to take in any amount.
5. Vaccination and community health	Year 7: viruses can spread; hygiene and safe medicines can prevent harm; healthcare professionals support health concerns. Year 7 bridge knowledge to secure: Year 7 health protection knowledge: viruses spread in different ways; hygiene, vaccination and safe medicine use can reduce harm.	• I can explain the role of vaccinations in preventing illness • I can recall examples of different vaccinations • I can form my own opinion on whether vaccinations are good for our community • I can explain how health choices can affect other people • I can identify when to ask a trusted adult, pharmacist, GP or healthcare professional for advice	Community health explanation: pupils explain how vaccination can protect individuals and communities.	vaccination; vaccine; virus; infection; immunity; prevention; community health; healthcare; virus; infection; pharmacist; GP; healthcare professional	Vaccinations are unsafe. Vaccines give you the illness. Personal health choices only affect the individual.
6. Peer pressure, vaping and healthy choices	Peer pressure, nicotine, lifestyle choices and saying no. Pupils know influence can affect emotions and decision-making.	• I understand health risks of vaping and why nicotine is harmful • I know the laws around vaping for under-18s • I can practise confident ways to say no to peer pressure • I can recognise how peer pressure influences emotions and decisions	Role-play or written script: pupils practise an assertive refusal and identify support if pressure continues.	vaping; nicotine; addiction; peer pressure; influence; decision-making; refusal skills; under-18	Vaping is harmless because it is not smoking. Everyone vapes so it must be safe. Saying no will always end a friendship.

Cycle A: Foundation, belonging and self-awareness — Summer 1: Relationships

Term: Summer 1	Topic: Relationships	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How much should what and who are around us impact our self-worth?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Me, myself and I	Year 7: authenticity online/offline, validation, trustworthy content, online comparison and influence. Online content can affect self-image and feelings.	• I can recognise when content may be fake, manipulated or AI-generated • I can explain how extreme or exaggerated online content can influence confidence, comparison and self-image • I can reflect on how to have a healthy relationship with myself • I understand social media can affect how I feel about myself positively and negatively	Content analysis: pupils identify signs that content may be manipulated and explain possible emotional impact.	fake; manipulated; AI-generated; social media; self-image; self-worth; comparison; confidence	Everything online is accurate. Social media is only negative or only positive. AI-generated content is always obvious.
2. Maintaining relationships	Year 7: supportive relationships, relationships can change, emotions can change and friendship conflict can be repaired. Year 7 bridge knowledge to secure: Pupils should retrieve everyday friendship repair: why people fall out, how emotions affect conflict, and how apology, compromise, active listening and empathy can repair relationships.	• I understand that relationships can cause strong feelings and emotions • I understand features of positive and stable relationships • I understand that all relationships have positive and less positive aspects • I understand relationship skills have to be learned and practised • I can suggest safe and respectful ways to repair everyday friendship conflict	Relationship skills checklist: pupils identify positive behaviours and strategies for managing change/conflict.	positive relationship; stable relationship; relationship skills; emotion; trust; communication; compromise; friendship repair; apology; compromise; active listening; empathy; conflict resolution	Good relationships do not need effort. A healthy relationship is always happy. Strong feelings always mean a relationship is healthy. Falling out means the friendship is over or that one person must be entirely to blame.
3. Assertiveness and staying safe	Year 7: personal space, boundaries, online safety, sextortion, consent and trusted adults.	• I can recognise when to use assertiveness in relationships • I understand personal and legal consequences of sexting • I can explain what sextortion is and how it links to online safety • I can suggest skills that keep relationships happy and healthy	Scenario response: pupils identify pressure, assertive response, legal/personal consequences and support route.	assertive; sexting; sextortion; consent; boundary; legal consequence; image sharing; digital footprint	Pictures once deleted no longer exist. Sexting is harmless if people trust each other. Being assertive means being rude.
4. Power, control and coercion	Supportive relationships, healthy/unhealthy characteristics, personal safety and how to seek help.	• I understand control, power balance and coercion in relationships • I understand that carrying a knife can lead to serious consequences • I know what a good relationship	Power and safety scenario: pupils identify healthy/unhealthy behaviours and choose appropriate help-seeking steps.	coercion; control; power balance; power imbalance; unhealthy relationship; personal safety; consequence	Coercion only happens in adult relationships. Control can be mistaken for care. Carrying a knife makes you safer.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
		looks like • I know where to seek help if I feel unsafe in a relationship			
5. Staying safe online	Checking what is real and trustworthy online. Online communication can affect emotions, safety and relationships.	• I understand how to use social media appropriately, safely and legally • I can give examples of how personal safety can be compromised online • I understand emotional risks linked to inappropriate social media use • I know what to do if worried about online or offline safety	Online safety advice task: pupils create advice for a younger pupil about privacy, reporting and emotional risk.	online safety; personal safety; social media; privacy; legal; emotional risk; report; block	I am always safe online. Private accounts are completely private. Online behaviour has no real-life consequences.
6. Inclusion, personal space and neurodivergence	Personal space and boundaries are different for different people. Respect and inclusion help everyone feel accepted and safe.	• I understand personal space is different for everyone • I can explain what neurodivergent means • I know ways to help everyone feel included and accepted • I can adapt my behaviour respectfully depending on someone's needs	Inclusion scenario: pupils suggest adjustments that respect different personal space and communication needs.	personal space; neurodivergence; inclusion; acceptance; empathy; adjustment; boundary	Personal space is the same for everyone. Inclusion means treating everyone exactly the same. Neurodivergence is a problem to fix.

Cycle A: Foundation, belonging and self-awareness — Summer 2: Changing Me

Term: Summer 2	Topic: Changing Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: What factors can make an intimate relationship happy and healthier?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Different types of intimate relationships	Year 7: committed stable relationships, families, choices about children and intimate relationships linked to happiness. Healthy relationships involve care, respect and responsibility. Year 7 bridge knowledge to secure: Pupils should retrieve Year 7 family choices: people may choose to have children or not; families can be formed in different ways, including adoption; pregnancy choices may include parenting, adoption or abortion depending on context and law.	• I can highlight different types of close, intimate relationships • I can explain what happens physically and emotionally when people experience attraction • I know intimate relationships do not have to involve sex • I know positive behaviours seen in healthier intimate relationships • I can recognise that people may make different choices about family life, children, adoption and pregnancy, and that these choices should be discussed respectfully	Relationship sort: pupils categorise behaviours as healthy, less healthy or neutral and explain why.	intimate; close relationship; attraction; physical attraction; emotional attraction; stable relationship; respect; family choice; adoption; pregnancy choice; parenting	Intimate relationships always involve sex. Physical attraction is the same as love. Everyone wants the same type of relationship. Everyone must want the same family future or have children to have a proper family.
2. Physical attraction and feelings	Pupils have explored puberty, emotional change, body image and relationships. Attraction can involve thoughts, feelings and physical responses.	• I understand the range of feelings associated with attraction • I know where to get information to safely explore feelings about sexuality • I recognise attraction towards others takes many forms • I understand attraction can change over time	Reflection task: pupils identify safe sources of advice and explain why feelings can be different for different people.	sexuality; attraction; feelings; identity; support; trusted information; change over time	Attraction means you must act on it. Sexuality is always fixed and obvious immediately. Everyone experiences attraction in the same way.
3. Healthy and less healthy romantic relationships	Year 7: characteristics of positive relationships, consent, respect for wishes and expectations in romantic relationships. Year 7 bridge knowledge to secure: Pupils should retrieve that forced marriage is illegal and different from arranged marriage; help and support must be accessed if someone is worried about themselves or another person.	• I understand positive aspects of having a girlfriend or boyfriend • I can describe behaviours expected in a healthier romantic relationship • I can identify what someone might seek in a boyfriend/girlfriend relationship • I can compare healthier and less healthy romantic relationships • I can explain that forced marriage is a safeguarding concern and	Comparison table: pupils compare two relationship scenarios and justify which is healthier.	romantic relationship; boyfriend; girlfriend; consent; boundary; healthy relationship; communication; forced marriage; arranged marriage; safeguarding; choice; legal protection	Having a partner automatically makes you happy. A healthy relationship means always agreeing. Jealousy shows love. Family expectations mean someone has to enter or stay in a relationship they do not freely choose.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
		identify how someone could access help			
4. Pornography and relationship expectations	Online content can be unrealistic and can influence self-image and expectations. Pupils know content should be checked for reliability.	• I know pornographic images do not reflect reality • I know how pornography can affect expectations and self-image • I recognise the role of pornography in society • I understand the negative influence pornography can have on relationships	Myth-busting task: pupils identify unrealistic messages and write safer, healthier relationship expectations.	pornography; expectation; self-image; unrealistic; media influence; relationship expectation; consent	Pornography reflects real relationships. Pornography is a good source of sex education. Pornography has no impact on self-image or expectations.
5. Alcohol, consent and risky behaviour	Substances and alcohol can affect behaviour and decision-making. Consent, safety and help-seeking are important in relationships.	• I can list risks associated with drinking too much alcohol, including unprotected and non-consensual sex • I know what the law says in relation to sex and alcohol • I can discuss steps someone could take after risky sexual behaviour linked to alcohol • I can describe behaviour changes that can occur when people drink alcohol	Safety steps scenario: pupils identify risks, immediate actions, support services and safer future choices.	alcohol; consent; non-consensual; unprotected sex; decision-making; law; behaviour change; support	Alcohol only affects coordination. Someone can always give clear consent after drinking. Asking for help automatically means trouble.
6. Assessment: what makes relationships healthier?	Healthy and less healthy relationship behaviours; risks linked to pornography and alcohol; expressing opinions respectfully.	• I can summarise behaviours and attitudes that make relationships healthier or less healthy • I can explain risks associated with pornography or alcohol in relationships • I can express my own opinions on relationship issues respectfully • I know where to access support if worried about a relationship	End-of-unit advice column: pupils respond to a relationship dilemma using key vocabulary and support routes.	healthy relationship; risk; pornography; alcohol; opinion; respect; consent; support	A relationship is healthy as long as both people like each other. If something is common, it is safe. Personal values do not matter in relationships.

Cycle B: Risk, rights and mature decision-making — Autumn 1: Being Me in My World

Term: Autumn 1	Topic: Being Me in My World	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: To what extent does the world I live in affect my identity?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Being me in a group	Core AP safety spine. Year 8 retrieval: identity, influence, assumptions, family/culture/faith and online/offline identity. Friendship conflict and respecting difference.	• I can identify differences between myself and others in social groups • I can explain how differences can cause conflict or be celebrated • I can manage differences of opinion to maintain positive and safe relationships • I can explain how belonging can affect identity	Group scenario: pupils identify difference, conflict risk and respectful responses.	social group; belonging; difference; conflict; respect; opinion; safe relationship	Difference always causes conflict. To belong, I must agree with everyone. Conflict is always unhealthy.
2. Relationship expectations	Intimate relationships do not have to involve sex. Healthier intimate relationships include respect, trust, care and communication. Pupils know where to seek support.	• I understand that people have different expectations of intimate relationships • I know how to access support if worried about a relationship issue • I have an understanding of my own expectations of intimate relationships • I can recognise positive behaviours in healthier intimate relationships	Expectations comparison: pupils compare expectations in scenarios and identify healthy/unhealthy signs.	intimate; expectation; perception; healthy relationship; trust; support; respect	Intimate relationships must involve sex. Everyone has the same expectations. Romantic relationships matter more than friendships.
3. Peer approval and grooming	Peer pressure, belonging and online safety. Pupils know people can be influenced by groups and trusted adults can help.	• I can explain peer approval and how it can cause problems • I can describe what grooming is and give examples • I have strategies to help me manage peer group relationships • I know where to get help if worried about grooming or pressure	Warning signs task: pupils identify peer pressure, peer approval and grooming indicators in a scenario.	peer approval; grooming; manipulation; pressure; trust; exploitation; support; trusted adult	Grooming is always obvious. Grooming only happens online. Peer approval is always positive.
4. Risk, influence and choice	Impact of influences. Pupils can choose which influences they accept or reject. Risky behaviour can be linked to social groups.	• I can suggest links between risky behaviour choices and social group influence • I know that I can accept or reject influences • I know where to access help and advice about risky situations • I can explain how choices can affect safety and identity	Risk ladder: pupils rank risks and explain how influence can increase or reduce harm.	risk; influence; risky behaviour; accept; reject; choice; personal safety; advice	Risk only means physical danger. If my friends do something, it must be safe. I cannot reject an influence once I am in a group.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
5. Consent and boundaries	Basic consent, boundaries, personal space and respect. Consent applies in different situations and relationships.	• I can define consent and understand its legal and ethical importance in all relationships • I can identify characteristics of consent and recognise when it is present or absent • I can communicate boundaries clearly • I can respect other people's boundaries to build healthy relationships	Consent scenario sort: pupils decide whether consent is present, absent or unclear and justify choices.	consent; boundaries; permission; legal; ethical; freely given; informed; withdrawn; respect	Consent only matters in sexual relationships. Not saying no means yes. Consent only needs to be given once.
6. Assessment: identity, self-esteem and choices	Identity, influence, peer approval, risk, consent and boundaries. Self-esteem can affect health and relationships.	• I understand how choices can link to self-identity and self-esteem • I understand how self-esteem can affect health and relationships • I can reassess my own and others' behaviour and choices • I can explain how to access support if I am worried	Advice response: pupils write advice to a young person managing pressure, risk and boundaries.	self-esteem; self-identity; choice; behaviour; reflection; reassessment; support	Self-esteem is only about appearance. People cannot change behaviour. Reassessing choices means failure.

Cycle B: Risk, rights and mature decision-making — Autumn 2: Celebrating Difference

Term: Autumn 2	Topic: Celebrating Difference	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Is being different a good thing?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. The power of positive language	Influence, peer pressure, respect and mental health. Pupils know language can affect feelings, belonging and attitudes.	• I can identify positive and negative language • I can recognise my own language style • I can recognise that language choices affect other people and their views of me • I understand that negative language can damage mental health	Language rewrite: pupils identify harmful language and rewrite it to be respectful and inclusive.	language style; positive language; negative language; influence; respect; mental health; impact	Words do not really hurt people. If something is a joke, it cannot be harmful. Everyone understands language the same way.
2. Banter, bullying and misogyny	Prejudice, discrimination, bullying, conflict, mutual respect and tolerance. Pupils know bullying can be reported and challenged.	• I can define prejudice, discrimination, bullying and banter • I can identify harmful comments or actions, including misogyny • I can explain how to report bullying and support others • I can manage emotions and show empathy in a respectful and inclusive environment	Banter or bullying sort: pupils justify decisions and identify support/reporting actions.	prejudice; discrimination; bullying; banter; misogyny; empathy; inclusive; reporting	Banter is always harmless. Reporting bullying is snitching. Misogyny is just an opinion.
3. Reducing fear and promoting equality	Persecution, intolerance, resistor, bystander and perpetrator. Pupils know propaganda can influence people and protected characteristics matter.	• I can explain how fear or assumptions can lead to unfair treatment • I can describe why everyone should be treated equally, including protected characteristics • I can suggest actions that promote understanding and respect in school • I can recognise my own fears and feelings and respond with respect	Scenario analysis: pupils identify assumptions, protected characteristics and respectful actions.	assumption; fear; equality; protected characteristic; respect; understanding; unfair treatment	Fear justifies unfair treatment. Protected characteristics give extra rights. Assumptions are harmless if not spoken aloud.
4. Bullying, online harassment and mental health	Bullying, prejudice and discrimination; impact of bullying; support strategies; local/national sources of help. Year 7 bridge knowledge to secure: Pupils should retrieve bystander, upstander and ally behaviours, including safe reporting routes and how to support someone	• I can explain cyberbullying and online harassment • I can reflect on the impact bullying has on mental health • I can identify strategies to prevent and report bullying • I appreciate short- and long-term effects of bullying on everyone involved	Impact map: pupils show how bullying affects victim, perpetrator, bystanders and community, then identify action.	cyberbullying; online harassment; mental health; consequence; reporting; support; bystander; bystander; upstander; ally; reporting route	Online harassment is less serious. Blocking always solves the problem. Only the victim is affected by bullying. Reporting bullying, prejudice or online harm is snitching rather than protecting someone.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
	experiencing bullying or harassment.	• I can explain the difference between being a bystander, upstander and ally in online or offline bullying			
5. Bias, stereotypes and media influence	Positive action, informed choices, media influence and respectful discussion. Pupils know stereotypes and prejudice can affect behaviour.	• I can explain the difference between types of bias and discrimination • I can explore links between bias, discrimination, harassment, misogyny and prejudice • I can evaluate how media can influence attitudes and behaviour • I can listen actively and manage emotions during discussion	Media influence task: pupils identify bias/stereotype in a media example and explain potential impact.	bias; unconscious bias; stereotype; discrimination; harassment; media influence; active listening	Bias only exists in obviously prejudiced people. The media does not influence attitudes. Challenging bias means attacking someone.
6. Assessment: becoming a changemaker	Positive action, self-efficacy, community contribution and challenging prejudice. Pupils know small actions can matter.	• I can explain what a changemaker is • I can evaluate what makes someone a changemaker • I can reflect on what I can do to bring about positive change • I can commit to doing something positive that may help someone else	Changemaker plan: pupils identify one realistic change they can support in AP/school/community.	changemaker; positive change; commitment; allyship; empowerment; reflection; community	A changemaker must be famous. Positive change only happens through big campaigns. Small acts do not matter.

Cycle B: Risk, rights and mature decision-making – Spring 1: Dreams and Goals

Term: Spring 1	Topic: Dreams and Goals	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Who do I dream of becoming?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. The power of planning	Short-term and long-term goals. Career, personal, academic and financial goals. Teamwork and adapting plans. Year 7 bridge knowledge to secure: Retrieve Year 7 goal-setting: success criteria, recognising progress, celebrating achievement and using setbacks to adjust plans.	• I can explain what a SMARTER plan is and why it is important • I can work with others to create a SMARTER plan for a real-life task • I can evaluate and adjust plans to stay on track • I can collaborate respectfully by listening and sharing ideas clearly • I can use success criteria to evaluate whether a plan is working and celebrate progress before adapting next steps	SMARTER planning task: pupils create and evaluate a plan, then identify one adjustment.	SMARTER plan; specific; measurable; achievable; relevant; time-bound; evaluated; reviewed; collaborate; success criteria; milestone; progress review; achievement	Plans are fixed and should not change. Changing a plan means failure. Planning is pointless if you are motivated. Changing a plan means failure, and only a perfect final outcome counts as success.
2. Body image and future goals	Health responsibility, puberty, self-image, self-esteem, media influence and where to get help with body image concerns.	• I can explain how bodies naturally change during adolescence • I can evaluate risks and realities of cosmetic procedures and weight-loss products • I can connect health decisions to future aspirations • I can develop strategies for positive body image that supports future success	Risk and reality grid: pupils compare claims about products/procedures with healthy support strategies.	adolescence; body image; self-esteem; cosmetic procedure; weight-loss product; aspiration	Appearance is the same as health. Cosmetic procedures and weight-loss products are all good or all bad. Looking a certain way guarantees success.
3. Mental health and illness	Links between physical and emotional health. Stress, coping strategies, stigma and knowing where to access support.	• I can explain what mental health is and factors that can lead to mental illness • I understand stigma about mental illness is unhelpful • I know where to access help if worried about a mental health concern • I can challenge stereotypes about mental health safely	Myth-busting task: pupils correct mental health misconceptions and identify support routes.	mental health; mental illness; stigma; wellbeing; support; risk factor; protective factor	Poor mental health is weakness. All sadness is mental illness. Mental health problems cannot improve.
4. Media manipulation and health	Media can affect self-esteem and body image. Online content can be positive or	• I understand how and why some media is manipulated • I understand this can affect self-esteem and mental health positively or negatively	Manipulated image/content analysis: pupils identify techniques and create a wellbeing response plan.	manipulate; self-esteem; overwhelmed; anxious; filter; media literacy; algorithm	There is nothing I can do to help my mental health. Images online are usually realistic. Only celebrities edit images.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
	negative. Not everything online is accurate.	• I know where to access help if worried about mental health • I can take positive steps to protect mental health when online content affects me			
5. Deepfakes and AI	Not everything in media is accurate. Online reputation matters. Pupils should check sources before sharing content.	• I can explain what a deepfake is and how they are created • I can identify signs of deepfakes and know what action to take • I can evaluate positive and negative impacts of deepfakes and AI on health and reputation • I can discuss views about real/fake content respectfully	Verification challenge: pupils check a piece of content using simple verification steps and explain risks.	deepfake; artificial intelligence; synthetic media; reputation; verification; source; fake	Deepfakes are always obvious. AI is always accurate. Sharing fake content has no real consequence.
6. Assessment: online content and wellbeing	Unhealthy, harmful or illegal online content; reasons people post harmful content; reporting and seeking advice.	• I can recognise unhealthy, harmful or illegal online content • I can consider reasons why people post harmful content • I can explain where to get advice if something online upsets me • I can respond calmly and thoughtfully to harmful content	Advice and reporting assessment: pupils produce a clear response plan for harmful online content.	harmful content; illegal content; report; block; trusted adult; wellbeing; online harm	I should respond immediately and angrily. Reporting does not help. Harmful content cannot affect me if I only watch it.

Cycle B: Risk, rights and mature decision-making – Spring 2: Healthy Me

Term: Spring 2	Topic: Healthy Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How can substances impact on wellbeing?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. The amazing teenage brain	Stress, emotional regulation, links between physical and emotional health and adolescence. Pupils know feelings and decision-making can change during teenage years.	• I understand my brain helps keep me safe, process emotions and think logically • I can explain how my environment changes as a teenager and how my brain may respond • I know how I can use my brain to support social and learning interactions • I can explain why decision-making can be affected by emotions and environment	Brain and behaviour map: pupils link emotion, environment and decisions in teenage scenarios.	teenage brain; adolescence; logical thinking; emotion; environment; interaction; decision-making	Teenagers make poor decisions because they do not care. Emotions and logic are completely separate. Brain development excuses harmful behaviour.
2. Protecting the teenage brain	Substance use and possession law. Substances and exploitation. High-risk behaviour and keeping safe. Year 7 bridge knowledge to secure: Retrieve Year 7 knowledge of caffeine, nicotine, safe medicine use and how substances can affect the body and mind before moving to alcohol, classification, possession and supply.	• I understand physical and emotional effects of alcohol and substances on decision-making • I know what the law says about alcohol • I know basic facts about drug classification, possession and supply • I feel confident making my own decisions about lifestyle choices • I can distinguish between legal access, safe use and health risk for caffeine, nicotine, medicines, alcohol and other substances	Substance and law scenario: pupils identify classification, possession/supply risk and safer choices.	classification; possession; supply; alcohol; substance; decision-making; lifestyle choice; caffeine; stimulant; medicine safety; dosage; dependency	Alcohol is safer because it is legal. Possession is not serious if it is a small amount. Supplying only means selling for money. Legal, prescribed or shop-bought substances cannot affect mental health or decision-making.
3. Belonging and group behaviour	Peer pressure, acceptance, social groups, influence and making healthy choices. Pupils know social environment can affect wellbeing.	• I recognise that my social environment has a bigger impact in adolescence • I can explain why fitting in can feel important at this age • I can make decisions that help others feel accepted • I know how acceptance can encourage healthy mental and physical choices	Group influence scenario: pupils identify pressure, acceptance and a healthy response.	adolescence; acceptance; belonging; group behaviour; social environment; influence; healthy choice	Fitting in means doing whatever the group does. If a group accepts you, it must be good for you. Peer pressure is always obvious.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
4. Life-saving skills	Health protection, asking for help, emergency support and personal safety. Pupils can take safe steps to help others.	• I know what cardiac arrest is and steps I can take if it may have happened • I can follow instruction to carry out CPR • I know what a defibrillator is and can follow instructions to use one • I understand I can take steps to keep myself and others safe if someone gets into difficulty	Emergency sequence task: pupils order steps for responding to cardiac arrest and explain safety first.	cardiac arrest; CPR; defibrillator; emergency; casualty; emergency services; safety	Only adults can help in an emergency. You should rush in without checking safety. A defibrillator is only for trained medical staff.
5. Mental health first aid	Stress, emotions, coping strategies, mental health, empathy, support and knowing where to get help.	• I can explain what a self-care plan is and why it protects mental health • I can explain one action to support someone struggling with mental health • I can recall one way to label feelings • I know when to involve a trusted adult or professional support	Support script: pupils write what to say, what not to say and who to involve if someone is struggling.	mental health first aid; self-care plan; feelings; emotional literacy; signposting; trusted adult	Supporting someone means fixing their problem. You should keep serious worries secret. Mental health first aid is therapy.
6. Assessment: healthy choices and social influence	Physical and mental health, balanced diet, stress, sleep and the importance of social environment during teenage years.	• I can describe actions that support good physical and mental health • I can explain aspects of a balanced diet • I can identify ways to manage stress and promote good sleep • I understand how social environment is important during teenage years	Integrated health assessment: pupils complete a scenario response linking sleep, stress, substances and social influence.	stress; balance; balanced diet; sleep; social environment; wellbeing; mental health; physical health	A balanced diet means perfect eating. Stress can always be avoided. Sleep, food and social groups have no connection.

Cycle B: Risk, rights and mature decision-making — Summer 1: Relationships

Term: Summer 1	Topic: Relationships	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: Can relationships ever be equal?
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Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Equality and power in relationships	Positive and supportive relationships; respect for another person's wishes; healthy/unhealthy behaviours. Pupils know equality and respect matter.	- I can identify key elements of a healthy and balanced relationship - I can explain what a power dynamic is - I can recognise behaviours that are not healthy or respectful - I can reflect on my values and feelings about healthy and unhealthy relationships	Relationship power analysis: pupils identify balance/imbalance and justify safer choices.	equality; balanced relationship; power dynamic; values; respect; mutuality; control	Equal relationships mean both people are exactly the same. Power imbalance is always obvious. Jealousy or control shows love.
2. Assertiveness and saying no	Consent, communicating clearly, boundaries, personal choice and help-seeking if worried about a relationship.	- I understand I have a choice in many situations, including saying no - I know and can use assertiveness skills - I understand consent and the law are important in sexual relationships - I know how to access help if worried about a relationship	Assertive response practice: pupils write or rehearse ways to say no and seek support.	assertive; consent; boundary; choice; refusal; pressure; sexual relationship; law	Being assertive means being aggressive. Saying no is rude. If you agreed before, you cannot change your mind.
3. Pornography and its impact	Pornography does not reflect reality. It can affect expectations, self-image and relationships. Sex and the law apply online.	- I understand pornography and some media images give false impressions of sex and romantic relationships - I can challenge stereotypical ideas of ideal males and females - I know about sex and the law as applied to online and social media - I can discuss mature topics appropriately	Expectation vs reality task: pupils identify unrealistic messages and write healthier expectations.	pornography; media influence; expectation; stereotype; self-image; online law; sexual content	Pornography is realistic. Pornography is a good source of sex education. Media images show what relationships should look like.
4. Contraception and sexual health	Risky sexual behaviour, alcohol and decision-making. Basic knowledge of contraception, sexual health and accessing advice.	- I can recall different contraception methods available - I can identify why contraception is important for sexual health and preventing unwanted pregnancy - I can explain how to access advice and information about sexual health - I feel empowered to make an informed decision about contraception if and when needed	Contraception advice task: pupils match methods to purposes and identify where to get reliable advice.	contraception; sexual health; condom; barrier method; pregnancy prevention; STI prevention; sexual health clinic	Contraception is 100% effective. All contraception protects against STIs. Contraception is only one person's responsibility.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
5. Consequences of unprotected sex	Sexual health, contraception, risky behaviour and support services. Pupils know choices can have consequences.	• I understand there are consequences if someone chooses to have unprotected sex • I know about different sexually transmitted infections • I know about sexual health clinics and how to access help • I know what steps someone can take if they have had unprotected sex	Clinic/support route task: pupils identify what to do after unprotected sex and where to get help.	unprotected sex; sexually transmitted infection; STI; sexual health clinic; testing; symptoms; asymptomatic	You can tell if someone has an STI by looking. If there are no symptoms, there is no infection. Asking for help means you have done something wrong.
6. Assessment: readiness and relationship choices	Risks and consequences of becoming sexually active; consent, contraception, sexual health, relationship values and readiness.	• I can consider risks and consequences of becoming sexually active • I can think through how I feel about what is right for me in relationships • I can apply knowledge of consent, contraception and sexual health to scenarios • I know how to access support and advice	Reflective assessment: pupils respond to a scenario and explain safe, respectful and informed choices.	sexually active; readiness; risk; consequence; consent; relationship values; personal choice	Everyone becomes sexually active at the same age. Being in a relationship means you should be sexually active. Personal values do not matter if there is pressure.

Cycle B: Risk, rights and mature decision-making — Summer 2: Changing Me

Term: Summer 2	Topic: Changing Me	Year group/Knowledge Block/ARE: Mixed Year 8/9 AP	Big Question: How can change affect mental health?
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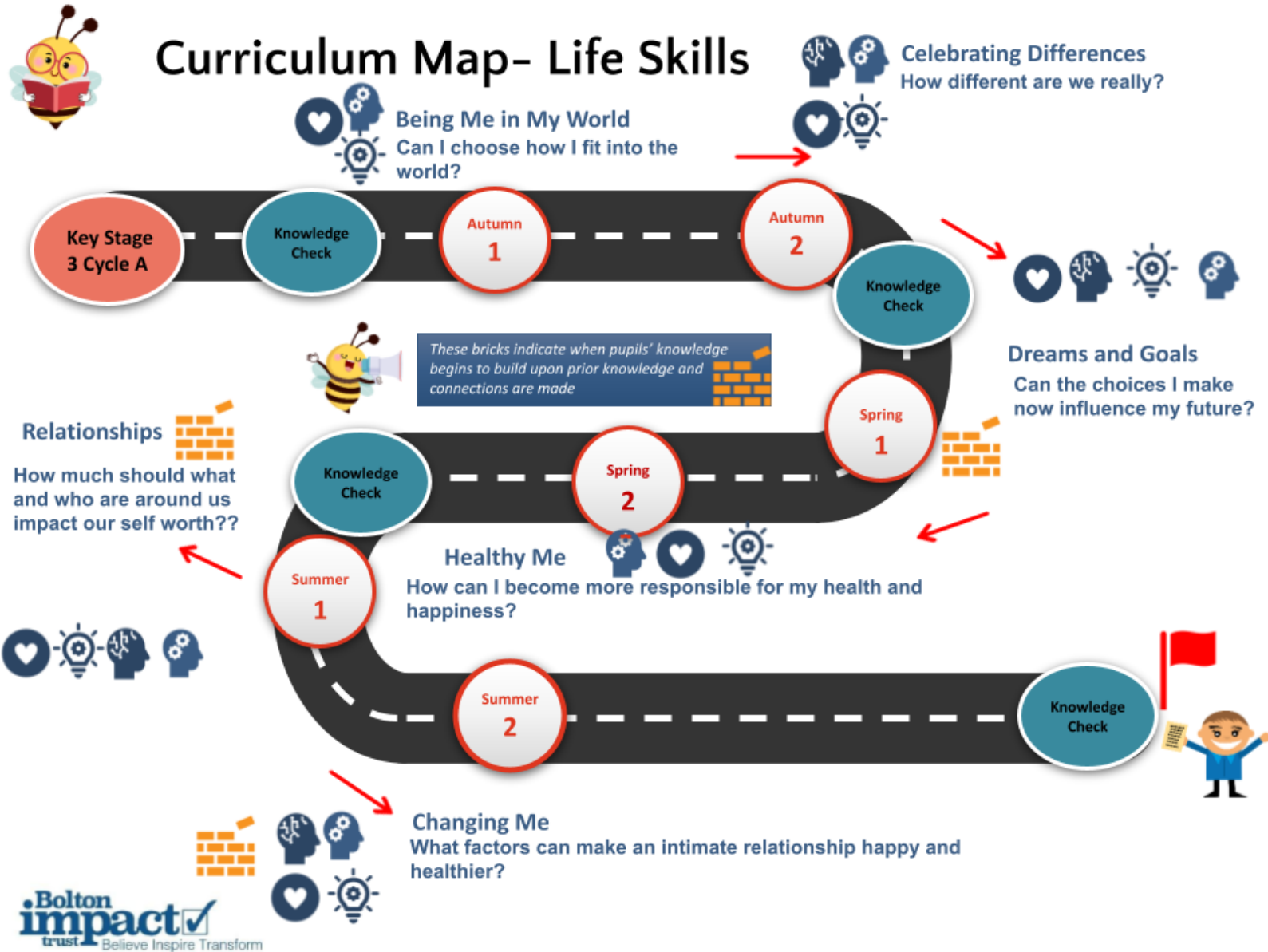
Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
1. Change and emotional responses	Physical and emotional changes during puberty. Change can trigger different feelings. Coping strategies and support can help. Year 7 bridge knowledge to secure: Pupils should retrieve accurate puberty facts: menstruation and menstrual wellbeing, erections, wet dreams, hygiene, masturbation myths and where to ask for support.	• I know change can trigger a range of emotional responses • I know some changes are more difficult to manage than others • I know going through change can develop resilience • I can suggest ways to manage change in my life • I can recall accurate puberty facts and explain how physical changes can affect feelings, self-esteem and support needs	Change scenario: pupils identify emotions, triggers, coping strategies and support routes.	trigger; resilience; emotional response; change; coping strategy; transition; support; puberty; menstruation; menstrual wellbeing; erection; wet dream; hygiene; masturbation myth	Change is always negative. Resilience means not feeling upset. Everyone responds to change in the same way. Everyone experiences puberty in the same way, and common changes such as periods, erections or wet dreams are embarrassing or abnormal.
2. Body image and self-expression	Media can affect self-esteem and body image. Self-image is linked to self-esteem. Pupils know where to seek help. Year 7 bridge knowledge to secure: Retrieve that puberty-related body changes can influence self-image and that pupils should use trusted sources, not myths or social media, for body-related concerns.	• I know different ways someone might choose to express themselves • I understand influences that can affect body image and self-expression • I understand choices I have relating to body image and self-expression • I can identify support if worried about body image or self-esteem • I can identify trusted support routes if I am worried about body changes, body image or self-expression	Influence map: pupils identify media/peer influences and choose healthy self-expression strategies.	self-expression; body image; self-esteem; self-image; influence; identity; media; choice; trusted source; body change; self-image; support route	Self-expression is only about appearance. Body image only affects girls. There is one right way to look or express yourself. Social media is a reliable source for judging whether my body is developing normally.
3. Masculinity and online influence	Online activity can be positive or negative. Pupils can protect online identity and future aspirations. Content should be checked critically.	• I can identify different messages about masculinity from media and online sources • I can recognise persuasive techniques used by online influencers • I can think critically about content I encounter online	Influencer analysis: pupils identify persuasive techniques and evaluate whether messages are healthy or harmful.	masculinity; persuasive; influencer; critically; online influence; algorithm; stereotype; role model	Masculinity means one fixed way of being male. Influencers are trustworthy if popular. Online content does not affect beliefs.

Lesson	Prior knowledge required to be revisited and retrieved:	New Component Knowledge:	How this will be assessed	Subject Specific Vocabulary:	Planning for Common Misconceptions:
		• I can explain how online messages can affect attitudes and behaviour			
4. Misogyny, incel culture and healthy relationships	Healthy relationships are based on respect, equality and boundaries. Online content can shape attitudes. Rejection should be handled safely and respectfully.	• I can define misogyny and recognise it in online spaces • I understand what incel culture is and why it is harmful • I can identify warning signs of unhealthy online content • I can develop strategies for healthy relationships and handling rejection	Warning signs task: pupils identify harmful online content and write a healthy response to rejection.	misogyny; incel culture; harmful content; rejection; healthy relationship; warning sign; equality; empathy	Misogyny is just a joke. Rejection justifies anger or harassment. Incel content is harmless if it is online.
5. Mental health, addiction and support	Actions that support good physical and mental health. Pupils understand stigma, support and different views about mental health.	• I know mental health can be affected by different situations and experiences • I know about some common mental health issues • I can challenge stigma about mental health issues • I know where to access support if worried about mental health • I appreciate people may have different views and opinions	Support route assessment: pupils correct myths and identify appropriate support for different concerns.	mental health; stigma; addiction; view; opinion; support; help-seeking; wellbeing	Poor mental health is weakness. Addiction is just lack of willpower. Talking about mental health makes things worse.
6. Assessment: sleep, change and mental health	Sleep supports physical health, mental health and learning. Change can be challenging, and pupils can use strategies and support.	• I know sleep is important for psychological and physical reasons • I know sleep is important for mental health • I know sleep is important for learning • I acknowledge that I am in control of some changes and that implementing change can be challenging	Personal wellbeing plan: pupils identify one change, one sleep/health strategy and one support route.	sleep; psychological health; physical health; learning; mental health; strategy; wellbeing	Sleep only affects energy. If I cannot control a change, I cannot control anything. Managing change should be easy.

Year 7 knowledge secured through the rolling cycle

The updated cycle now deliberately secures the Year 7 knowledge that pupils may have missed before joining AP. The most important additions are: friendship repair; bystander/upstander reporting; success criteria and celebrating progress; caffeine and stimulant effects; safe medicine use, hygiene and infection prevention; puberty facts and menstrual wellbeing; adoption, pregnancy choices and forced marriage safeguarding knowledge.

Knowledge added	Where it is now secured
Friendship repair	Cycle A Summer 1, Lesson 2
Bystander/upstander reporting	Cycle A Autumn 2, Lesson 2; Cycle B Autumn 2, Lesson 4
Success criteria and celebrating progress	Cycle A Spring 1, Lesson 1; Cycle B Spring 1, Lesson 1
Safe medicine use, hygiene and infection prevention	Cycle A Spring 2, Lessons 4-5; Cycle B Spring 2, Lesson 2
Caffeine and stimulant effects	Cycle A Spring 2, Lesson 2; Cycle B Spring 2, Lesson 2
Puberty facts and menstrual wellbeing	Cycle B Summer 2, Lessons 1-2
Adoption, pregnancy choices and forced marriage safeguarding	Cycle A Summer 2, Lessons 1 and 3





Curriculum Map- Life Skills



Being Me in My World

To what extent does the world I live in affect my identity??



Celebrating Differences
Is being different a good thing?



Key Stage 3
Cycle B

Knowledge
Check

Autumn
1

Autumn
2

Knowledge
Check



Dreams and Goals
Who do I dream of
becoming?



Relationships

Can relationships ever
be equal?



These bricks indicate when pupils' knowledge
begins to build upon prior knowledge and
connections are made



Knowledge
Check

Spring
2

Summer
1

Healthy Me

How can substances impact on well-being?



Summer
2

Knowledge
Check



Changing Me
How can change affect mental health?





Curriculum Map- Life Skills

Being Me in My World

Is managing my online and offline world within my control?



Celebrating Differences
Does difference result in inequality?



Year 10
Ages 14-15

Knowledge Check

Autumn 1

Autumn 2

Knowledge Check



Dreams and Goals

Is success only possible when physical and emotional needs are in balance?

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made



Spring 1

Knowledge Check

Spring 2

Relationships

Is love all you need?

Summer 1

Healthy Me



When it comes to health, to what extent am I in control?

Summer 2

Knowledge Check

Changing Me

Can all change be positive in some way?



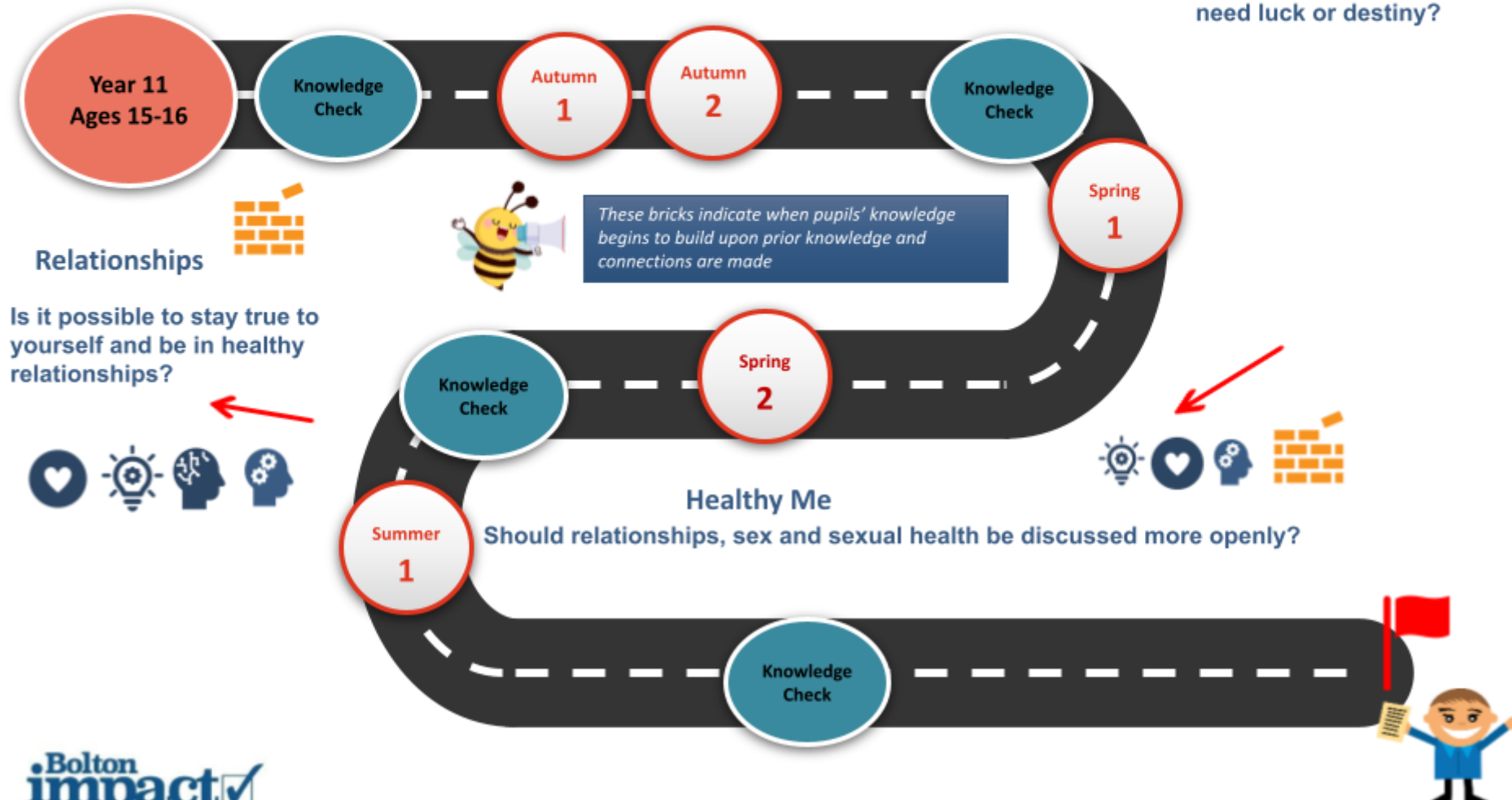


Curriculum Map- Lifes Skills

Being Me in My World
Are we in the adult world at 16?



Dreams and Goals
Can I rely on myself to achieve my goals or do I need luck or destiny?



Assessment and Progress in Life Skills

For every unit of work mid-term plans set out the new knowledge and skills that pupils should acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered.

At the end of every half term teachers are asked to use this assessment data to judge whether a pupil is on track, just below or working at greater depth based upon the assessment descriptors below.

Assessment Descriptors for Life Skills

KS3 Cycle A - Foundation, Belonging and Self-Awareness	Working Just Below	Working On Track	Working At Greater Depth
Autumn 1 Being Me in My World Can I choose how I fit into the world?	I can identify some of the things that influence identity and recognise that people can be different. I can recognise some positive and negative influences and, with support, identify when I or someone else may need help.	I can explain how family, culture, faith, community, experiences and online influences can shape identity. I can recognise assumptions and risky influences, respect different viewpoints and explain how to make safe choices and seek help when needed.	I can explain how different influences interact to shape identity and evaluate which influences someone may choose to accept, question or reject. I can consider different perspectives, challenge assumptions and justify safe and respectful responses to complex situations involving identity, influence and belonging.
Autumn 2 Celebrating Difference How different are we really?	I can recognise prejudice, discrimination and bullying and identify some ways these can affect people. I can identify some respectful ways to respond and know that bullying, prejudice and hate should be reported.	I can explain how prejudice, discrimination, propaganda and intolerance can affect individuals and communities. I can recognise bullying and hate, including LGBT+ bullying and religious intolerance, and explain how bystanders, allies and positive action can help	I can explain how prejudice can develop into discrimination, persecution or hate and evaluate the influence of propaganda, stereotypes and social attitudes. I can consider different perspectives and justify effective, safe actions that individuals and communities can take to

		challenge prejudice safely.	promote equality, inclusion and mutual respect.
Spring 1 Dreams and Goals Can the choices I make now influence my future?	I can identify short- and long-term goals and some steps that could help me achieve them. I can recognise that skills can develop, money and online choices have consequences, and setbacks do not always mean giving up.	I can set realistic short- and long-term goals, identify success criteria, barriers and skills I need to develop, and explain how perseverance can support progress. I can make sensible financial and online choices and explain how the choices I make now may influence my future.	I can evaluate my goals and adapt my plans in response to progress, setbacks and changing circumstances. I can explain how skills, financial decisions, values, wellbeing and digital reputation interact and justify choices that are likely to support my longer-term aspirations.
Spring 2 Healthy Me Can I become more responsible for my health and happiness?	I can identify some choices that support physical and emotional health and recognise some risks linked to substances, vaping and unsafe medicine use. I know some ways to keep myself safe and can identify adults or services that can help.	I can explain how lifestyle choices affect physical and emotional health and describe how substances, nicotine, caffeine and vaping can affect health and decision-making. I can recognise exploitation and peer pressure, explain how hygiene, safe medicine use and vaccination protect health, and identify appropriate sources of support.	I can evaluate how different lifestyle, social and environmental influences can increase or reduce risks to health. I can apply my understanding of substances, exploitation, peer pressure, health protection and community health to justify safer choices for myself and others.
Summer 1 Relationships How much should what and who are around us impact our self-worth?	I can identify some features of healthy and unhealthy relationships and recognise that online content and social media can affect how people feel about themselves. I can identify some unsafe behaviours and know where to seek help.	I can explain how self-worth, communication, boundaries, trust and respect contribute to healthy relationships. I can recognise manipulation, coercion, sextortion and online risks, use assertive and respectful strategies to manage conflict, and adapt my behaviour to respect the needs and boundaries of others.	I can evaluate how online influences, emotions, power and communication can affect relationships and self-worth. I can distinguish between care and control, justify safe and assertive responses to complex relationship situations and explain how inclusion may require people to respond differently to individual needs.
Summer 2 Changing Me What factors can make an intimate relationship happy and healthier?	I can identify some features of healthier intimate relationships and recognise that attraction and relationships can be different for	I can explain features of healthier intimate relationships, recognise that attraction, sexuality and family choices vary between people, and	I can evaluate how attraction, personal values, family expectations, media, pornography and alcohol can influence relationship choices. I can

	different people. I know that pornography and alcohol can create risks and can identify some sources of support.	distinguish healthier from less healthy relationship behaviours. I can explain how pornography and alcohol may affect expectations, consent and decision-making and know how to access appropriate help.	apply my understanding of consent, safeguarding and healthy relationships to justify safe and respectful responses to complex situations while recognising that individuals may make different legitimate choices about relationships and family life.
KS3 Cycle B - Foundation, Risk, Rights and Mature Decision-Making	Working Just Below	Working On Track	Working At Greater Depth
Autumn 1 Being Me in My World To what extent does the world I live in affect my identity?	I can recognise that belonging to groups can influence identity and choices. I can identify some examples of peer pressure, grooming, risk and boundaries and know that I can ask for help.	I can explain how belonging, peer approval and social influences can affect identity, self-esteem and behaviour. I can recognise grooming and risky influences, explain what consent and boundaries mean and make safe, respectful choices about relationships and peer pressure.	I can evaluate how belonging, self-esteem, peer approval and manipulation may influence someone's choices and willingness to take risks. I can apply the principles of consent and boundaries to different situations, reassess behaviour and justify strategies that protect identity, wellbeing and relationships.
Autumn 2 Celebrating Difference Is being different a good thing?	I can recognise harmful language, bullying, prejudice and stereotypes and explain that they can affect people's feelings and mental health. I know some ways to report harm and support other people.	I can explain how language, bullying, misogyny, assumptions, bias and media influence can contribute to prejudice and inequality. I can recognise online harassment, explain the roles of bystanders, upstanders and allies and identify positive actions that promote equality and inclusion.	I can analyse how language, bias, stereotypes, media and social attitudes can reinforce discrimination and inequality. I can evaluate different responses to prejudice and harassment and justify how individual and collective action can challenge harmful attitudes and create positive change.
Spring 1 Dreams and Goals Who do I dream of becoming?	I can create a simple plan towards a goal and recognise that plans may need to change. I can identify some influences on body image and mental health and know that online	I can use a SMARTER approach to plan, review progress and adapt my actions. I can explain how body image, mental health, media manipulation, deepfakes and harmful	I can independently evaluate and adapt plans using evidence of progress and setbacks. I can critically evaluate claims about appearance, health products and

	information, including AI-generated content, is not always reliable.	online content may affect wellbeing and future goals, and I know how to check information and access support.	online content, recognise manipulation and AI-generated material and justify strategies that protect mental health, reputation and future aspirations.
Spring 2 Healthy Me How can substances impact on wellbeing?	I can describe some ways emotions, social groups and substances can affect teenage behaviour and health. I know some basic facts about substance risks, emergency action, sleep, stress and mental health support.	I can explain how teenage brain development, emotions, substances and social influences can affect decision-making and wellbeing. I understand basic substance laws and risks, can describe appropriate actions in a medical emergency and can identify strategies and support for maintaining physical and mental health.	I can make connections between brain development, emotions, social environment, substance use, sleep, stress and decision-making. I can evaluate risks and influences in unfamiliar scenarios and justify actions that protect my own health and wellbeing and appropriately support others, including knowing when professional help is required.
Summer 1 Relationships Can relationships ever be equal?	I can identify some healthy and unhealthy relationship behaviours and understand that consent and personal choice are important. I can recall some contraception and sexual health information and identify where someone could seek help.	I can explain how equality, power, consent, boundaries and assertiveness contribute to healthier relationships. I can explain how pornography may create unrealistic expectations, describe the purposes of contraception and identify risks and appropriate actions associated with unprotected sex and sexual health.	I can evaluate how power, media influence, personal values, consent and sexual health considerations may affect relationship decisions. I can apply accurate knowledge of consent, contraception, sexual health and support services to complex scenarios and justify safe, informed and respectful choices without assuming that everyone should make the same relationship choices.
Summer 2 Changing Me How can change affect mental health?	I can recognise that change and puberty can affect emotions, body image and mental health. I can identify some harmful online messages and know some strategies and sources of support that can help when change or emotions become difficult.	I can explain how change, puberty, body image, online influences and sleep can affect mental health and wellbeing. I can recognise harmful messages about masculinity, misogyny and incel culture, challenge some mental health stigma and identify healthy coping strategies and appropriate support.	I can evaluate how physical change, social expectations, media, influencers and online communities can affect identity, self-esteem, attitudes and relationships. I can critically challenge harmful stereotypes and misogynistic content, justify healthy responses to rejection and change, and explain how sleep, coping strategies,

			resilience and appropriate support can protect mental health.
Year 10 (Ages 14-15)	Working Just Below	Working On Track	Working At Greater Depth
Autumn 1 Being Me in My World Is managing my online and offline world within my control? Assessment criteria: • I can describe the steps I can take to keep myself and others safe on- and offline • I can assess factors that make behaviour safer or less safe on and offline • I can assess information to help make decisions in relation to safety	I can say what the Human Rights Act means. I can state the stages of grief. I can state the positive and negative effects social media can have and suggest what people can do to keep themselves safe online. I am aware that rights and responsibilities can differ around the world. I know how to access support and advice safely online.	I can explain why the Human Rights Act is important. Using my understanding of 'netiquette' and the law, I can explain my responsibilities regarding my own internet behaviour. I can recognise how my feelings can affect my behaviour both on- and offline. I can identify potential risks to my safety of social media and explain how to engage safely with it.	I can discern how best to access support with issues of rights and with emotional stress. I can evaluate online risk and the potential impact this can have on me. I can evaluate the extent to which my sense of freedom needs to be tempered by responsibility to myself and others. I can evaluate the extent to which my online identity is affected by my online behaviour.
Autumn 2 Celebrating Difference Does difference result in inequality? Assessment criteria: • I can define what equality means in the UK • I can explain how being treated unequally can affect a person's physical and mental well-being • I can describe the ways that some people campaign for equality	I can explain the Equality Act and how it protects a range of groups in society from abuses of power and discrimination. I can recognise inequality in a range of personal and societal contexts.	I can explain what is meant by 'balance of power' in personal and public relations and give examples of the impact abuse of power can have in the lives of individuals and groups. I am able to identify the links between inequality and mental and physical health and suggest strategies to improve outcomes for different groups.	I can evaluate the extent to which inequality is based on perceptions of 'difference' and assess the effectiveness of different solutions to a range of local, national and global inequalities. I can recognise which groups are likely to face barriers to health, wellbeing and equality and can recommend which campaigns for equality are likely to be most effective.
Spring 1 Dreams and Goals Is success only possible when physical and emotional needs are in balance? Assessment criteria: • I can describe how relationships can support people in achieving their goals • I can describe a scenario in which	I can state aspects of my relationships and life that help or hinder me in achieving my goals. I can identify the difference between realistic and unrealistic dreams and goals. I know what resilience is and can give examples of how I can build my own and others' resilience.	I can explain how different lifestyle choices (e.g. health, altruism) can have both positive and negative consequences for my future, and the importance of a balanced approach to life. I recognise the importance of other people and groups in helping me achieve my goals and raise my aspirations.	I can explain what will help me achieve my goals and how my dreams are important in raising my aspirations and sense of purpose. I can set challenging goals for my future and know how my health, relationship and lifestyle choices can help me to achieve these.

blood, organ or stem cell donation may bring benefit to the donor and recipient • I can describe how my understanding of physical health can help me plan a successful future			
Spring 2 Healthy Me When it comes to health, to what extent am I in control? Assessment criteria: • I can explain a range of threats to health and how these can be prevented • I can explain how I could enhance my own physical health • I can explain how people can maintain good sexual health once they become sexually active	I can state some of the potential threats to my health both now and in the future and am aware of the link between mental and physical wellbeing. I can describe how to access support and adopt a range of activities that will improve my physical, sexual and emotional health.	I can examine and explain factors that can negatively affect my health and well-being, both physically and mentally. I can explain how a range of preventative measures can have a positive impact on my life and reduce the risks of physical, sexual and mental illness in the future. I can assess the challenges to healthy living that could confront me now, and in the future, and explain how these could be met most effectively so that I am better able to be responsible for my own physical, sexual and emotional health.	I can evaluate the lifestyle choices available to me and how they might have an impact on my physical, sexual and emotional health and sense of well-being. I can discuss different ideas and perspectives on physical, sexual and emotional health and justify my own opinions based on evidence. I can explain why the health choices people make are sometimes different from their reasoned opinions.
Summer 1 Relationships Is love all you need? Assessment criteria: • I can compare the benefits and challenges of different types of long-term relationships, including marriage • I can assess whether all healthy relationships need some kind of love involved in them • I can explain how the media portrayal of relationships can affect people's expectations of their own relationships	I can list a range of different types of relationship and group them in order of importance, length and intimacy. I can state what makes a positive relationship and give examples. I can also state what makes a relationship inappropriate and apply this to different types of relationship. I can tell you something I would do to mend or end a broken relationship. I can tell you how I can access support if a relationship problem is worrying me.	I can explain why relationships are important in our lives and how they can affect us positively and negatively. I can suggest reasons why some relationships break down and what I can do if this happens to me. I can compare the differences between unhealthy and healthy relationships. I can explain the emotional investment in relationships and what the effect might be (behaviourally and emotionally) when a relationship becomes unhealthy or ends. I can recognise what helps to build positive relationships and can identify behaviours and attitudes that	I can critically evaluate the importance of certain emotions in a range of relationships and assess the importance of 'love', appropriately understood, in my relationships. I can discern between genuine and superficial relationships and when each is appropriate. I feel confident to support a friend who is experiencing difficulties in a relationship, giving sensitive and sensible advice and signposting them to appropriate external advice and support. I can solve multifaceted relationship dilemmas and offer a range of different strategies that

		can turn them into negative experiences. I can suggest ways to improves aspects of an unhealthy relationship and how to move on from difficult experiences.	could be used.
Summer 2 Changing Me Can all change be positive in some way? Assessment criteria: • I can identify changes in society that could affect my perceptions • I can reflect on when I have coped positively with change • I can explain how changes in families can affect people's relationships in the present and the future	I recognise changes I have gone through and the effect they have had on me and those close to me. I can list ways society has changed recently and give some reasons for these changes. I can list sources of support for young people. I recognise that change is inevitable and give examples of how I have managed change. I can list some strategies that help manage change.	I can explain factors that influence change in a range of contexts and how change can affect the people involved, especially young people. I can apply my understanding of change management to the emotional and physical changes that occur in adolescence and use this to suggest strategies for coping with change.	I can explain the links between social change and people's attitudes and ways of life. I can explain what influences our decisions and identify what kind of decisionmaker I am. I can evaluate the impact of change in a range of contexts on society and on individuals and express a reasoned and informed opinion about the value of those changes in people's lives.
Year 11 (Ages 15-16)	Working Just Below	Working On Track	Working At Greater Depth
Autumn 1 Being Me in My World Are we in the adult world at 16? Assessment criteria: • I can provide information on key legislation affecting 16-year-olds and their relationships • Explain the law relating to online activity and young people, including law relating to sexuallyexplicit content • I can describe how someone could take responsibility in an emergency situation requiring first aid	I can outline the legal and moral restrictions on my behaviour, relationships and lifestyle and give examples of what I am legally allowed to do or prevented from doing. I know some basic first aid, how to make someone safe and how to access appropriate help. I can distinguish between safe, risky, legal and illegal activities and what I need to do to keep myself and others safe.	I can explain my rights and responsibilities in the context of a range of behaviours and situations that may arise as I move into adulthood. I know how to handle emergency situations responsibly and effectively. I can assess risk in a range of situations that I may encounter as I move into adulthood and can make informed decisions and choices that will have a positive impact on my life. I can assess an emergency situation, taking into account the emotional state of those involved.	I can evaluate and discuss legal and moral constraints on people's behaviour, relationships and lifestyle and relate these to potential consequences for individuals and society. I can offer support to friends who are experiencing problems in relation to behavioural, relationship and lifestyle issues, giving informed and reasoned advice to help them recognise and manage risk, signposting them to appropriate sources of information and support.
Autumn 2 Dreams and Goals Can I rely on myself to achieve my	I recognise that my future is more than just a career; it also involves	I can explain how potential stresses in all aspects of my life might seem	I can evaluate the strengths and weaknesses of different approaches

goals or do I need luck or destiny? Assessment criteria: • I can plan the steps I need to take to help me achieve my goals • I can discuss the skills needed to help maintain healthy, happy relationships • I can assess skills which can be developed to make achieving goals more likely	family, social life, money and health. I can state some of the potential barriers for each of these and suggest what I can do to overcome them. I can identify some of my personal strengths that can help me overcome obstacles to me achieving my dreams and goals.	overwhelming and offer detailing strategies to manage a more balanced lifestyle personally, socially, financially and in terms of health. I feel confident that my skills and relationships will help me overcome barriers to my dreams and goals and get through stressful, challenging times.	to managing stress and overcoming disappointment, and can justify the approaches that I think are most beneficial for achieving career, family, social, financial and health goals and how these work together for mutual benefit. I can adopt a reflective and self aware approach to achieving my dreams and goals and suggest ways to support those who might struggle in terms of career skills, family planning, financial management and healthy living.
Spring 1 Healthy Me Should relationships, sex and sexual health be discussed more openly? Assessment criteria: • I can outline the range of ways people can maintain their sexual and reproductive health • I can explain facts relating to pregnancy including miscarriage, and choices people have in relation to pregnancy • I can describe where to go for confidential advice and help concerning sex	I can recognise some key STIs and know about appropriate treatment for them. I can give some examples of behaviours that do not conform to a healthy sexual behaviours that do not conform to a healthy sexual relationship. I know how to keep myself and my partner physically and emotionally safe in a sexual relationship. I recognise that healthy relationships are built around mutual respect and choice.	I can explain how to avoid unwanted consequences in a sexual relationship, and how physical and emotional health are closely linked to responsible choices and mutual respect. I can explain where to go for accurate information, advice and support concerning sexual and reproductive health. I can confidently express my feelings and views about potential physical or emotional harm in relationships and say how I can access support.	I can assess the health risks in a range of sexual behaviours and relationship choices and suggest ways to manage that risk in a positive way to minimise any harmful consequences. I can justify my own views regarding what constitutes healthy and safe behaviours and relationships, whilst recognising that people have different views and expectations.
Spring 2 Relationships Is it possible to stay true to yourself and be in healthy relationships? Assessment criteria: • I can discuss ways a school community could support inclusion and equalities so that everyone's personal identity is respected • I can discuss a range of	I recognise that people have different preferences regarding sexual relationships and that what is most important is mutual consent and respect. I can state why some culturally based practices such as FGM are unacceptable and illegal. I can tell you the difference between relationships in the media and those that happen in real life.	I can explain what is most important in a relationship in terms of the well-being and needs of both parties. I can explain why equalities need to be protected and why some practises are not legal. I can apply my knowledge and understanding of the issues involved in close sexual relationships to choices and decisions in my own relationships. I	I can discern between what is legally allowed or prohibited and what people believe to be morally or culturally permissible and can evaluate a range of arguments relating to inclusion, equality and human rights. I can empathise with people who have different views to mine about sex, sexual relationships and sexual identity, whilst being able

relationships where there is power imbalance and how this affects those involved • I can discuss how different people can consider their readiness for sexual intimacy		can explain why respect is essential to developing a range of healthy relationships. I can explain why respect is essential to developing a range of healthy relationships. I can suggest a range of ways to access support if I am concerned about a sexual relationship.	to stand up for what I believe to be right and within the law. I know how I can seek sources of advice and support in issues of equalities in relationships.
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