Year group	Unit name	Unit description	why this why now?	Why These FAITH Values	Substantive Knowledge	Disciplinary Knowledge
Year 7	1. Communities: How can we better understand and respect people with disabilities?	This unit helps pupils respect people with disabilities. Pupils explore disability concepts, experiences in modern Britain, the Equality Act 2010 and the Paralympics, developing practical skills to promote inclusive attitudes in their school and wider community.	This unit builds on prior learning about respect and kindness by focusing specifically on disability, a crucial protected characteristic under the Equality Act 2010. Positioned at the start of secondary school, it deepens pupils' understanding of inclusivity and discrimination, preparing them for future RSHE discussions about equality, diversity and respectful relationships.	Fellowship: building community connections, developing positive relationships, respecting others, understanding diversity; Aspiration: personal development and growth, preparing for the future; Humility: developing empathy and understanding others, respecting differences, being open to learning	Key concepts of disability (medical vs social model); the Equality Act 2010 and protected characteristics; experiences of disabled people in modern Britain; the Paralympics and disability representation.	Evaluating stereotypes and challenging assumptions; applying empathy to understand lived experiences; analysing how language shapes perceptions of disability.
Year 7	2. Healthy relationships: How can I build good relationships?	This unit explores the characteristics of healthy friendships and strategies for making new friends. Pupils understand why friendships are important for wellbeing, learn how friendships change over time, and develop practical skills for managing friendship transitions respectfully.	This unit supports pupils during their transition to secondary school by equipping them with essential friendship-building skills for new social environments. Positioned at the start of Year 7, it provides a foundation for understanding healthy relationships that will be built upon throughout their RSHE curriculum. At this developmental stage, pupils are forming new peer groups and often require practical strategies for communication, conflict resolution and maintaining positive relationships.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth, building independence; Tenacity: developing coping strategies; Humility: developing empathy and understanding others	Characteristics of healthy friendships; why friendships matter for wellbeing; how friendships change over time; strategies for making friends and managing transitions.	Reflecting on personal relationship skills; communicating assertively and respectfully; applying conflict resolution strategies in real contexts.
Year 7	3. Power in relationships: How can we create positive relationships?	This unit explores positive relationships and their benefits. Pupils understand their role in creating respectful interactions, recognise power dynamics, and learn how happiness, self-respect and mutual respect underpin healthy, balanced relationships.	This unit builds directly on the previous 'Healthy relationships' unit by helping pupils understand power dynamics within their new secondary school peer groups. At this developmental stage, pupils are increasingly influenced by peers and need skills to recognise and respond to power imbalances respectfully. This foundational knowledge prepares pupils for more complex discussions about consent, equality and respectful relationships later in their RSHE curriculum.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities; Humility: developing empathy and understanding others	Concepts of power and respect in relationships; mutual respect and self-respect; what balanced and unbalanced relationships look like; the role of happiness in healthy relationships.	Recognising power dynamics in everyday interactions; evaluating own behaviour in relationships; applying knowledge to identify and challenge imbalances.
Year 7	4. Media influence: How can I evaluate the truth online?	This unit develops critical evaluation skills for assessing online content. Pupils learn to identify misinformation, understand how fake news spreads, explore influencer culture and motivations, and recognise the real-world consequences of believing and sharing false information.	By Year 7, most pupils will be using online content as an information source. This unit equips them with essential critical thinking skills to navigate digital information safely and responsibly. Positioned early in secondary school, it provides foundational media literacy that underpins all subsequent online safety and health education, enabling pupils to make informed decisions about the content they consume and share.	Aspiration: personal development and growth; Integrity: critical evaluation and truth-seeking, making safe and ethical choices; Tenacity: navigating challenges; Humility: developing empathy and understanding others	What misinformation and fake news are; how false content spreads online; how influencer culture works and its motivations; real-world consequences of misinformation.	Critically evaluating online sources; distinguishing reliable from unreliable information; applying fact-checking strategies to real digital content.
Year 7	5. Our online lives: How do I report and find support for things I see online?	This unit helps pupils navigate online safety by recognising harmful content, understanding when and how to report concerns, and accessing appropriate support. Pupils explore both the benefits and risks of online activity whilst learning their role in creating safer digital communities.	As Year 7 pupils become increasingly independent online, they need practical skills to identify and respond to harmful content appropriately. This unit provides essential safeguarding knowledge, teaching pupils when and how to report concerns and access support. Positioned early in secondary school, it establishes clear reporting procedures and reinforces that seeking help is responsible, not troublesome, creating a foundation for safe digital citizenship throughout their teenage years.	Fellowship: building community connections, supporting one another; Integrity: making safe and ethical choices; Tenacity: navigating challenges; Humility: developing empathy and understanding others, being open to learning	Types of harmful online content; reporting mechanisms on platforms; rights and responsibilities in digital spaces; benefits and risks of being online.	Identifying when and how to report concerns; assessing risk in online situations; making informed decisions about seeking support.
Year 7	6. Staying safe and healthy: How do I maintain physical health?	This unit covers the fundamentals of maintaining physical health. Pupils learn how germs spread and how to prevent infection, recognise symptoms of common illnesses and when to seek help, and understand the importance of dental hygiene for long-term health.	As pupils transition to secondary school, they develop greater independence in managing their personal health and hygiene. This unit equips them with practical knowledge to prevent illness, treat minor ailments independently, and understand when professional help is needed. Positioned early in Year 7, it establishes healthy habits and personal responsibility for wellbeing that will support them throughout adolescence and into adulthood.	Aspiration: personal development and growth, building independence; Integrity: making safe and ethical choices, taking responsibility; Tenacity: developing coping strategies; Humility: developing empathy and understanding others	How germs spread and infection is prevented; symptoms of common illnesses; when to seek medical help; the importance of dental hygiene.	Making decisions about when to self-manage vs seek help; taking personal responsibility for health practices; evaluating credible health information.
Year 7	7. Physical health: Why have a healthy diet?	This unit emphasises the importance of maintaining a healthy, balanced diet for physical wellbeing. Pupils explore the links between diet, exercise and health, learn about nutritional choices, and understand how healthy habits support growth, energy and long-term health.	As Year 7 pupils gain independence, they increasingly make their own food choices and establish habits that will last into adulthood. This unit provides essential knowledge about nutrition, the relationship between diet and health, and the importance of physical activity. Positioned early in secondary school, it empowers pupils to make informed decisions that support their growth, energy levels and long-term physical and mental wellbeing during an important developmental period.	Fellowship: developing positive relationships; Aspiration: personal development and growth, building independence; Humility: developing empathy and understanding others	Nutritional principles and food groups; links between diet, exercise and health; how habits affect growth, energy and long-term wellbeing.	Evaluating food choices critically; making informed decisions about diet; reflecting on personal habits and their impact on wellbeing.
Year 7	8. Mental health: How can I talk about my feelings?	This unit develops emotional literacy and communication skills. Pupils learn to identify and articulate their feelings, develop active listening skills, and manage conflict constructively. The unit emphasises that emotions are normal and provides practical strategies for effective communication.	As Year 7 pupils navigate new social environments and academic pressures in secondary school, they require emotional literacy skills to express their feelings and seek support effectively. This unit provides essential vocabulary and strategies for understanding emotions, communicating needs and managing conflicts respectfully. Positioned early in Year 7, it establishes a foundation for mental wellbeing and positive relationships that supports all future RSHE learning and personal development.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth, preparing for the future; Tenacity: managing emotions and mental health, navigating challenges, developing coping strategies; Humility: understanding emotions, developing empathy and understanding others, being open to learning	Range of human emotions and their causes; active listening techniques; strategies for managing conflict; understanding that emotions are normal.	Articulating feelings clearly and constructively; applying active listening in real interactions; reflecting on personal emotional responses.
Year 7	9. Risky substances: What do I need to know about tobacco and vaping?	This unit explores the serious health risks of smoking, vaping and nicotine products. Pupils learn why these substances are harmful, understand their impact on physical and mental health, develop strategies to resist pressure, and know how to access support for quitting.	As Year 7 pupils encounter increased peer influence and exposure to tobacco and vaping through social circles and media, they need accurate information to make informed choices. This unit provides essential health education about the serious risks of smoking and vaping, equips pupils with refusal skills, and normalises seeking support. Positioned early in Key Stage 3, it aims to prevent experimentation during a critical period when habits form, protecting pupils' long-term physical and mental health.	Aspiration: personal development and growth; Integrity: critical evaluation and truth-seeking, making safe and ethical choices; Tenacity: managing emotions and mental health; Humility: developing empathy and understanding others	Health risks of smoking, vaping and nicotine products; impact on physical and mental health; how to access support for quitting.	Evaluating media messages about smoking and vaping; applying refusal skills in peer pressure scenarios; making informed personal health decisions.
Year 7	10. Our changing bodies: What do I need to know about menstruation?	This unit provides essential information about menstrual health and wellbeing. Pupils learn what menstruation is, how to manage periods, understand the emotional changes that can occur, and know when to seek professional support.	As Year 7 pupils experience or approach puberty, they need accurate, appropriate information about menstruation to reduce anxiety and dispel myths. This unit provides essential knowledge about menstrual health, practical management strategies, and emotional wellbeing during periods. Positioned early in Key Stage 3, it ensures all pupils understand this natural process, can manage it confidently and hygienically, and know when to seek professional support, promoting positive attitudes towards menstrual health.	Fellowship: supporting one another; Tenacity: managing emotions and mental health; Humility: understanding emotions, developing empathy and understanding others	What menstruation is and how to manage it; emotional changes associated with periods; when to seek professional support; menstrual health and hygiene.	Reflecting on attitudes towards bodily changes; destigmatising menstruation through informed discussion; knowing when and how to access support.
Year 8	1. Communities: How do we respect people of different faiths?	This unit explores how to respect people of different faiths by examining the role of faith in communities and its influence on culture in modern Britain. Pupils learn to challenge prejudice, promote inclusivity, demonstrate kindness and stay safe in community spaces.	This unit deepens Year 8 pupils' understanding of diversity by focusing on faith and religion, key protected characteristics under the Equality Act 2010. Building on Year 7 learning about respect and inclusion, pupils develop more sophisticated understanding of prejudice and discrimination based on religion or belief.	Fellowship: building community connections, respecting others, understanding diversity; Aspiration: personal development and growth; Integrity: making safe and ethical choices; Tenacity: navigating challenges; Humility: developing empathy and understanding others, respecting differences, being open to learning	The role of faith and religion in communities; faith as a protected characteristic under the Equality Act 2010; the influence of religion on culture in modern Britain; how to challenge religious prejudice.	Analysing prejudice and its impact; evaluating own assumptions about faith and belief; applying strategies to promote inclusion in community spaces.
Year 8	2. Healthy relationships: Why should we prevent bullying?	This unit examines different types of bullying and their impact on individuals and communities. Pupils learn to recognise bullying behaviours, understand bystander responsibilities, develop strategies to challenge and stop bullying, and know how to access support.	As Year 8 pupils navigate increasingly complex peer relationships and greater online independence, they require sophisticated understanding of bullying dynamics and power imbalances. This unit builds on Year 7 relationship knowledge by examining bystander responsibility and active intervention strategies. At this developmental stage, pupils can understand the serious impact of bullying on mental health and wellbeing, empowering them to create safer, more supportive communities both online and offline.	Fellowship: building community connections, developing positive relationships, understanding diversity, preventing bullying and supporting peers; Aspiration: personal development and growth, building independence; Integrity: making safe and ethical choices, taking responsibility; Tenacity: managing emotions and mental health, navigating challenges; Humility: developing empathy and understanding others, respecting differences	Types of bullying and their impact; bystander responsibility; strategies to challenge and stop bullying; how to access support.	Recognising bullying dynamics and power imbalances; evaluating bystander choices; applying intervention strategies in realistic scenarios.

Year 8	3. Power in relationships: What do we need to know about the law?	This unit explores the legal aspects of harmful sexual behaviour, including sexual harassment and image-based abuse. Pupils learn what the law says, how to protect themselves online, recognise exploitation such as sextortion, and know how to seek support and report concerns.	As Year 8 pupils navigate increasingly independent online and social lives, they need clear understanding of the legal boundaries around sexual behaviour and image sharing. This unit provides essential safeguarding knowledge about what constitutes harmful sexual behaviour, the serious legal consequences, and how to protect themselves and others. At this developmental stage, pupils can understand these complex legal concepts, empowering them to recognise exploitation, report concerns confidently, and build safe, respectful relationships.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Tenacity: navigating challenges; Humility: developing empathy and understanding others	Laws around sexual harassment and image-based abuse; what sextortion is and how to recognise it; how to protect personal information online; how to report concerns.	Assessing risk in online and social situations; critically evaluating digital behaviour; making safe decisions about image sharing and online interactions.
Year 8	4. Media influence: What's a healthy way to spend my time online?	This unit explores the impact of online time on wellbeing, including effects on sleep, body image, self-esteem and learning. Pupils learn to recognise healthy and unhealthy online habits, understand how curated content affects them, and develop practical strategies for balanced digital lives.	As Year 8 pupils spend increasing time online and on social media, they need to understand how digital habits impact their wellbeing, self-image and academic performance. This unit provides essential knowledge about the effects of excessive screen time, curated online content and unhealthy comparisons. At this developmental stage, pupils are particularly vulnerable to online pressures around body image and self-worth, making it crucial they develop balanced digital habits and critical awareness to protect their own self-worth and maintain healthy offline lives.	Aspiration: personal development and growth; Integrity: critical evaluation and truth-seeking; Humility: developing empathy and understanding others, being open to learning	How screen time affects sleep, body image and self-esteem; how curated content creates unrealistic comparisons; characteristics of healthy vs unhealthy online habits.	Critically evaluating the influence of online content on self-image; reflecting on personal digital habits; developing strategies for balanced online use.
Year 8	5. Our online lives: How can I stay safe?	This unit addresses online bullying, exploring why it happens, its impact on victims and communities, and effective response strategies. Pupils learn to identify harmful online behaviours, understand their responsibilities as bystanders, and develop practical skills for maintaining safety.	As Year 8 pupils engage more independently with online spaces, they face increased risks of encountering or experiencing cyberbullying. This unit provides essential knowledge about online bullying dynamics, including why people behave differently online and how conflicts escalate digitally. At this developmental stage, pupils need practical strategies to protect themselves, support peers, and respond effectively to online threats, ensuring they can navigate digital spaces safely and maintain their wellbeing and positive online communities.	Fellowship: building community connections, understanding diversity, preventing bullying and supporting peers; Aspiration: personal development and growth; Integrity: making safe and ethical choices; Tenacity: navigating challenges; Humility: developing empathy and understanding others, respecting differences	Why online bullying happens; its impact on individuals and communities; why people behave differently online; how online conflicts escalate.	Identifying harmful online behaviours; evaluating bystander responsibilities; applying safe and effective response strategies to online threats.
Year 8	6. Physical health: Why stay active?	This unit emphasises the importance of physical activity for health and wellbeing. Pupils explore practical strategies for staying active, understand the physical and mental health benefits of regular exercise, and learn how active lifestyles support wellbeing.	As Year 8 pupils experience continued physical and emotional changes during adolescence, they need to understand how regular physical activity supports their development, mental health and academic performance. This unit provides practical strategies for maintaining active lifestyles through adolescence. At this developmental stage, establishing exercise habits is crucial for long-term health, resilience and wellbeing throughout adolescence and into adulthood.	Aspiration: personal development and growth; Tenacity: managing emotions and mental health, building resilience; Humility: understanding emotions, developing empathy and understanding others	Physical and mental health benefits of regular exercise; recommended activity levels; practical strategies for maintaining active lifestyles during adolescence.	Evaluating personal activity levels; planning realistic strategies for staying active; reflecting on how physical activity supports emotional resilience.
Year 8	7. Mental health: How can I support my mental health?	This unit explores strategies for supporting mental health and wellbeing. Pupils learn how talking helps mental health, understand factors that influence it, develop skills for managing emotions, and practise calming and relaxation techniques to build resilience.	As Year 8 pupils face increasing academic and social pressures during adolescence, they need practical strategies to support their mental health and build resilience. This unit provides essential skills for emotional regulation, stress management and seeking support when needed. At this developmental stage, pupils can understand mental health as something everyone experiences and maintains, empowering them to develop healthy habits that will support their wellbeing throughout adolescence and beyond.	Aspiration: personal development and growth; Tenacity: managing emotions and mental health, developing coping strategies, building resilience; Humility: understanding emotions, developing empathy and understanding others	Factors that influence mental health; strategies for managing emotions; calming and relaxation techniques; how talking helps mental wellbeing.	Applying mental health strategies in everyday situations; reflecting on personal wellbeing needs; evaluating which coping strategies work best for different circumstances.
Year 8	8. Staying safe and healthy: What do I need to know about minor ailments?	This unit covers recognising and managing common minor ailments. Pupils learn about treating coughs, colds and flu, responding to rashes, bites, stings and allergic reactions, and managing stomach illnesses, including when to seek professional help.	As Year 8 pupils gain greater independence in managing their health, they need practical knowledge to recognise and treat common minor ailments confidently. This unit empowers pupils to distinguish between illnesses they can self-manage and those requiring professional help. At this developmental stage, understanding how to access healthcare support appropriately and treat minor conditions independently builds confidence.	Aspiration: personal development and growth, building independence; Integrity: making safe and ethical choices; Tenacity: developing coping strategies; Humility: developing empathy and understanding others	How to treat coughs, colds and flu; responding to rashes, bites and allergic reactions; managing stomach illness; when to seek professional medical help.	Making decisions about self-care vs professional help; evaluating symptoms accurately; taking responsibility for personal and family health.
Year 8	9. Risky substances: What do I need to know about alcohol?	This unit examines the laws around alcohol, its physical and mental health effects, and strategies for staying safe. Pupils learn about legal restrictions, understand the risks of alcohol consumption, and develop skills to make informed, safe decisions.	As Year 8 pupils may begin encountering alcohol in social situations, they need accurate information about legal restrictions, health risks and safety strategies before experimentation occurs. This unit provides essential knowledge about alcohol's physical and mental health effects, empowers pupils to resist peer pressure, and equips them with practical harm-reduction strategies. At this developmental stage, establishing informed attitudes towards alcohol supports safer decision-making throughout adolescence and into adulthood.	Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Tenacity: managing emotions and mental health; Humility: developing empathy and understanding others	Legal restrictions on alcohol; physical and mental health effects of alcohol; strategies for staying safe; harm reduction approaches.	Evaluating influences on alcohol-related decisions; applying refusal and harm-reduction strategies; making informed choices in social situations.
Year 8	10. Our changing bodies: How will my body change through puberty?	This unit explores the physical and emotional changes during puberty. Pupils learn about body development, understand and manage changing emotions, develop self-awareness skills, and learn about personal hygiene practices to maintain health during adolescence.	As Year 8 pupils are experiencing or approaching puberty, they need comprehensive understanding of the physical and emotional changes occurring in their bodies and minds. This unit explores puberty as a natural developmental process, explains bodily changes, and provides practical guidance for managing emotions and maintaining hygiene. At this stage, clear, accurate information helps pupils to navigate adolescence confidently.	Aspiration: personal development and growth; Tenacity: managing emotions and mental health, navigating challenges, developing coping strategies; Humility: understanding emotions, developing self-awareness, developing empathy and understanding others	Physical and emotional changes during puberty; personal hygiene practices during adolescence; strategies for managing changing emotions and developing self-awareness.	Reflecting on bodily changes with confidence; normalising puberty through informed discussion; applying strategies to manage emotional fluctuations.
Year 8	11. Staying safe and healthy: FGM	This unit addresses violence against women and girls, updated to reflect the 2026 RSHE guidance. Pupils learn about FGM, understanding the serious harms, legal protections, and how to seek help and report concerns.	As Year 8 pupils develop deeper understanding of consent, bodily autonomy and respectful relationships, they need safeguarding knowledge about harmful practices that violate these principles. This unit provides essential information about FGM as serious forms of abuse with legal protections. At this developmental stage, pupils can understand these complex issues sensitively, recognise warning signs, know how to seek help, and understand their role in protecting themselves and others from violence against women and girls.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing self-awareness, developing empathy and understanding others	What FGM is and the serious harms it causes; legal protections in the UK; how to seek help and report concerns; rights to bodily autonomy.	Recognising warning signs of abuse; knowing how to access support; critically evaluating cultural practices against the lens of rights and safety.
Year 9	1. Communities: How can we understand and respect different types of relationships?	This unit explores how to respect people in diverse relationships by examining the Equality Act 2010, the experiences of LGBT people in modern Britain, and the journey to marriage equality.	As Year 9 pupils develop a more sophisticated understanding of society and relationships, they learn about legal protections for partnerships and the progress towards LGBT equality. This unit builds on previous learning about respect and communities by examining sexual orientation as a protected characteristic under the Equality Act 2010.	Fellowship: building community connections, developing positive relationships, respecting others, understanding diversity; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities; Humility: developing empathy and understanding others, respecting differences, being open to learning	Legal protections for different types of partnerships; the journey to LGBT equality in the UK; sexual orientation as a protected characteristic under the Equality Act 2010.	Evaluating attitudes towards diverse relationships; challenging stereotypes and discrimination; applying understanding of equality to community contexts.
Year 9	2. Healthy relationships: How do relationships change?	This unit explores different types of committed relationships, including romantic partnerships, marriage and civil partnerships. Pupils learn about the characteristics of healthy long-term relationships, legal rights and protections, and how relationships evolve over time.	As Year 9 pupils begin exploring romantic relationships and understanding long-term partnerships, they require accurate information about various types of committed relationships and their legal implications. This unit provides essential knowledge about marriage, civil partnerships, and cohabitation, clarifying legal protections and dispelling myths, such as 'common-law marriage'. At this stage, pupils can understand healthy romantic relationships and how partnerships develop, empowering them to build respectful and equitable relationships as they mature into young adulthood.	Fellowship: developing positive relationships, respecting others, understanding diversity; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities; Humility: developing empathy and understanding others, respecting differences	Characteristics of healthy long-term relationships; types of committed relationships including marriage and civil partnerships; legal rights and protections; myths about common-law marriage.	Evaluating features of healthy vs unhealthy long-term relationships; applying legal knowledge to real-life scenarios; reflecting on what makes partnerships equitable.
Year 9	3. Power in relationships: How can we keep safe?	This unit explores power dynamics, consent and safety in relationships. Pupils learn about consent in intimate relationships, recognise exploitation and grooming, understand what constitutes sexual harassment, and know how to seek help and report concerns.	As Year 9 pupils form increasingly independent romantic and social relationships, they need a sophisticated understanding of consent, power dynamics and exploitation to protect themselves and others. This unit provides essential safeguarding knowledge about sexual harassment, grooming and exploitative behaviours, empowering pupils to recognise warning signs and understand their rights. At this developmental stage, clear information about consent laws, boundaries, and reporting mechanisms enables pupils to establish safe and respectful relationships and seek help confidently.	Fellowship: developing positive relationships, respecting others; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing empathy and understanding others	Consent in intimate relationships; what grooming and exploitation look like; sexual harassment and its legal implications; how to seek help and report concerns.	Recognising exploitative and unsafe dynamics; applying consent principles to real scenarios; making informed decisions about personal safety.
Year 9	4. Healthy intimate relationships: How can sex be safe?	This unit explores safe sexual practices, consent, contraception and sexual health. Pupils learn about healthy intimate relationships, contraceptive options including condoms, how to reduce STI risks, HIV prevention, and how to access sexual health services.	As pupils approach the age of sexual consent and become closer to the age where they might develop intimate relationships, they require accurate information about safe sex, contraception and sexual health. This unit provides essential knowledge about preventing STIs and unintended pregnancies, understanding consent in sexual contexts, and accessing confidential healthcare services. At this stage, evidence-based sex education helps to support pupils make informed, responsible decisions about their sexual health and establish respectful intimate relationships.	Fellowship: developing positive relationships, respecting others, supporting one another; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing empathy and understanding others	Contraceptive options including condoms; how to reduce STI risks; HIV prevention; how to access sexual health services confidentially.	Making responsible and informed decisions about sexual health; evaluating options for contraception and protection; knowing how and when to access healthcare.

Year 9	5. Media influence: How can I look after myself?	This unit addresses online risks to wellbeing, including protecting personal information, understanding pornography's harmful influence on relationships, recognising online addiction and gambling harms, and responding to trolls and harassment whilst seeking appropriate support.	As Year 9 pupils may spend more time navigating the online world independently, they might be exposed to harmful content, including pornography, gambling and harassment. This unit provides essential critical thinking skills to evaluate online influences on their wellbeing, relationships and self-image. At this stage, pupils require education about pornography's unrealistic portrayals, gambling risks and the importance of protecting personal information. This helps ensure pupils make informed choices, recognise harmful behaviours, and seek support when necessary.	Fellowship: developing positive relationships, supporting one another; Integrity: critical evaluation and truth-seeking, making safe and ethical choices; Humility: developing empathy and understanding others	Risks of sharing personal information online; how pornography distorts perceptions of relationships; online addiction and gambling harms; how to respond to trolling and harassment.	Critically evaluating online content and its influence on self-image; recognising harmful behaviours; seeking and evaluating appropriate support.
Year 9	6. Physical health: What's so important about sleep?	This unit emphasises the importance of quality sleep for physical health, mental wellbeing and learning. Pupils explore how sleep affects their bodies and minds, understand the consequences of poor sleep, and develop practical strategies for establishing healthy sleep routines.	As Year 9 pupils face increasing academic pressures and screen time, many experience disrupted sleep during a critical period of development. This unit provides essential knowledge about the impact of sleep on growth, learning, mood, and mental health. At this stage, establishing healthy sleep routines is crucial for managing stress and maintaining academic performance. Understanding the relationship between screen use and sleep quality supports pupils to make informed choices that protect their wellbeing during adolescence.	Fellowship: developing positive relationships; Aspiration: personal development and growth; Integrity: critical evaluation and truth-seeking; Tenacity: managing emotions and mental health, developing coping strategies; Humility: developing empathy and understanding others, being open to learning	How sleep affects physical health, mental wellbeing and learning; consequences of poor sleep; the relationship between screen use and sleep quality; strategies for healthy sleep routines.	Evaluating personal sleep habits; applying sleep hygiene strategies; reflecting on how digital habits affect physical and mental health.
Year 9	7. Risky substances: What do I need to know about illegal and prescription drugs?	Pupils learn which drugs are illegal, understand the effects of stimulants, depressants and hallucinogens, recognise links between drug use and mental health, and develop skills to stay safe. This unit includes includes content on the increased risk of potent synthetic drugs.	As Year 9 pupils gain independence, they require accurate, evidence-based information about drug classifications, risks and effects. This unit provides knowledge about the serious physical and mental health harms of illegal drugs, including potent synthetic drugs. At this developmental stage, pupils can understand the bidirectional relationship between drugs and mental health, and develop assertiveness skills to resist pressure.	Fellowship: developing positive relationships; Aspiration: personal development and growth, building independence; Integrity: understanding rights and responsibilities, making safe and ethical choices; Tenacity: managing emotions and mental health; Humility: developing empathy and understanding others	Drug classifications (stimulants, depressants, hallucinogens); effects of illegal and prescription drugs; links between drug use and mental health; risks of potent synthetic drugs.	Evaluating the risks of drug use critically; applying assertiveness skills to resist pressure; making informed decisions about personal safety.
Year 9	8. Staying safe and healthy: What do I need to know about basic first aid?	This unit teaches essential first aid skills for managing injuries and emergencies. Pupils learn to treat cuts, burns, fractures, sprains and stings, respond to heat imbalances, choking and anaphylaxis, and provide care for unconscious casualties confidently.	As Year 9 pupils gain greater independence in social situations, sports and activities, they require practical first aid skills to respond effectively to injuries and emergencies. This unit provides essential, potentially life-saving knowledge, including CPR and the use of defibrillators, empowering pupils to act confidently in critical situations. At this developmental stage, pupils can understand emergency protocols and develop the composure needed to provide effective first aid.	Aspiration: personal development and growth, building independence; Integrity: critical evaluation and truth-seeking, making safe and ethical choices; Tenacity: developing coping strategies; Humility: developing empathy and understanding others	How to treat cuts, bums, fractures and sprains; responding to choking, anaphylaxis and unconsciousness; CPR and defibrillator use; responding to heat imbalances.	Applying first aid techniques in simulated emergencies; making calm, informed decisions under pressure; knowing when and how to call for professional help.
Year 9	9. Our changing bodies: When might I need to seek support?	This unit explores normal pubertal changes and when to seek help. Pupils learn about brain development during adolescence, understand menstrual health including how cycles change with age, recognise period problems, and know when and how to access professional support.	As Year 9 pupils experience ongoing pubertal changes, they need to distinguish between normal development and symptoms requiring medical attention. This unit provides essential knowledge about menstrual health conditions like endometriosis and PCOS, supporting pupils to recognise when professional help is needed.	Fellowship: supporting one another; Aspiration: personal development and growth; Humility: developing empathy and understanding others	Brain development during adolescence; how menstrual cycles change with age; menstrual health conditions such as endometriosis and PCOS; when to access professional support.	Distinguishing normal development from symptoms requiring attention; reflecting on personal health monitoring; knowing how and when to seek medical advice.
Year 9	10. Staying safe: what do I need to know about knife crime? Staying safe and healthy (moved from year 8): Forced marriage, hymenoplasty & virginity testing	This unit, aligned with the 2025 RSHE guidance, explores knife crime and legislation regarding weapons. Pupils learn about legal consequences, understand how online sources can glamorise and distort the realities of carrying knives, and recognise strategies to stay safe whilst accessing support. This unit addresses violence against women and girls, updated to reflect the 2026 RSHE guidance. Pupils learn about virginity testing, hymenoplasty and forced marriage, understanding the serious harms, legal protections, and how to seek help and report concerns.	In line with the 2026 RSHE statutory guidance, this unit covers knife crime. It builds on previous content about keeping safe in the community and how the media, including social media, can present a disorted version of society. As Year 9 pupils develop deeper understanding of consent, bodily autonomy and respectful relationships, they need safeguarding knowledge about harmful practices that violate these principles. This unit provides essential information about Hymenoplasty and virginity testing and Forced marriage as serious forms of abuse with legal protections. At this developmental stage, pupils can understand these complex issues sensitively, recognise warning signs, know how to seek help, and understand their role in protecting themselves and others from violence against women and girls.	Fellowship: building community connections, developing positive relationships, respecting others; Aspiration: personal development and growth; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing self-awareness, developing empathy and understanding others	Knife crime legislation and legal consequences; how online sources glamorise knife carrying; strategies for staying safe and accessing support; what virginity testing and hymenoplasty are and the serious harms they cause; what forced marriage is and why it is illegal; legal protections in the UK; how to seek help and report concerns; rights to bodily autonomy.	Critically evaluating how media and online sources distort the realities of knife crime; recognising warning signs of forced marriage and harmful practices; knowing how and where to report concerns and access support; applying understanding of bodily autonomy and legal rights to safeguarding contexts.
Year 10	1. Communities: Why is respect, understanding and compassion important?	This unit examines the importance of respect, compassion and understanding in communities. Pupils explore equality in modern Britain, understand individual rights and responsibilities in communities and workplaces, and learn how to access support.	As Year 10 pupils approach adulthood and increased independence, they need to understand their rights and responsibilities within communities and workplaces. This unit examines the rights and responsibilities of individuals in the workplace and the community. At this stage, pupils might be preparing for work experience, part-time employment and life beyond school.	Fellowship: building community connections, respecting others, supporting one another; Aspiration: building independence, preparing for the future; Integrity: understanding rights and responsibilities; Humility: developing empathy and understanding others	Equality in modern Britain; individual rights and responsibilities in communities and workplaces; how to access support services.	Applying rights and responsibilities to workplace and community contexts; evaluating own role in promoting equality; reflecting on how respect and compassion shape communities.
Year 10	2. Healthy relationships: How do separation and change affect relationships?	This unit explores the management of separation, change, and loss in relationships. Pupils learn to understand the impact of relationship breakdowns, cope with death and bereavement and access appropriate support during difficult transitions.	As Year 10 pupils mature, they are more likely to encounter separation, loss and bereavement directly or indirectly. This unit provides essential knowledge about grief processes, emotional responses to loss, and healthy coping strategies. At this developmental stage, pupils can understand that difficult emotions are normal responses to change and loss, empowering them to seek appropriate support and develop resilience during life's inevitable transitions as they approach adulthood.	Fellowship: developing positive relationships; Aspiration: personal development and growth, building independence; Tenacity: managing emotions and mental health, navigating challenges, developing coping strategies, building resilience; Humility: understanding emotions, developing empathy and understanding others	The impact of relationship breakdowns; stages of grief and bereavement; healthy coping strategies for loss and transition; how to access support.	Recognising and managing emotional responses to loss; evaluating available support options; applying coping strategies to personal and observed experiences.
Year 10	3. Power in relationships: What does a healthy relationship feel like?	This unit explores characteristics of healthy relationships and recognising abuse. Pupils learn about trust, respect and boundaries in positive relationships, identify signs of domestic abuse and coercive control, and understand how to protect themselves and others whilst accessing support.	As Year 10 pupils mature, they require a clear understanding of the features of healthy and unhealthy relationships. This unit provides essential knowledge about domestic abuse, coercive control and warning signs, empowering pupils to recognise unsafe relationships. At this stage, pupils can understand complex relationship dynamics and legal definitions of abuse, supporting them to seek help confidently, support friends experiencing abuse, and establish relationships built on respect and mutual care.	Fellowship: developing positive relationships, respecting others, supporting one another; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing empathy and understanding others	Features of healthy relationships including trust, respect and boundaries; signs of domestic abuse and coercive control; legal definitions of abuse; how to seek help.	Evaluating relationship dynamics for warning signs; applying knowledge of coercive control to realistic scenarios; knowing how and when to access help or support a peer.
Year 10	4. Healthy intimate relationships: What influences risky sexual behaviour?	This unit examines factors that influence risky sexual behaviour. Pupils explore characteristics of unhealthy relationships, understand consent and capacity, recognise the importance of safety and trust in intimate relationships, and learn how alcohol and drugs impair sexual decision-making.	As some Year 10 pupils mature, they require an understanding of the factors which influence risky sexual behaviour. This unit builds on Year 9 safe sex education by examining how alcohol, drugs and unhealthy relationship dynamics increase vulnerability to risky behaviour. At this stage, pupils can understand the concept of consent capacity and pressure tactics, supporting them to protect themselves, make informed choices, and establish future intimate relationships based on respect, equality, and genuine consent.	Fellowship: developing positive relationships, respecting others, supporting one another; Aspiration: preparing for the future; Integrity: understanding rights and responsibilities, making safe and ethical choices; Humility: developing empathy and understanding others	Factors that increase vulnerability to risky behaviour; consent capacity and pressure tactics; how alcohol and drugs impair sexual decision-making; characteristics of unhealthy intimate relationships.	Evaluating influences on sexual decision-making; applying understanding of consent in complex scenarios; reflecting on how to establish safe and equitable intimate relationships.
Year 10	5. Media influence: Is the internet a good influence in our lives?	This unit explores the internet's impact on wellbeing, relationships and opportunities. Pupils critically evaluate online influences, understand risks and benefits of online relationships, learn to seek reliable support, protect personal data, and navigate digital tools for work and education.	As Year 10 pupils may increasingly rely on the internet for education, socialising, and personal interests, they require a strong understanding of its impact on their wellbeing. This unit equips students with critical evaluation skills to assess online influences, understand data privacy, distinguish between reliable and unreliable online support, and utilise digital tools effectively. At this stage, pupils can analyse the internet's role holistically, supporting them to make the most of the benefits whilst limiting the risks as they prepare for their futures in an increasingly digital world.	Fellowship: developing positive relationships, supporting one another; Aspiration: preparing for the future; Integrity: critical evaluation and truth-seeking; Tenacity: navigating challenges; Humility: developing empathy and understanding others	Impact of the internet on wellbeing and relationships; risks and benefits of online relationships; data privacy and personal information; how to find reliable online support.	Critically evaluating online influences holistically; assessing reliability of online information; making informed decisions about digital tools, data sharing and online relationships.
Year 10	6. Our online lives: How can being online impact my life?	This unit examines the impact of social media on mental health and relationships. Pupils explore healthy internet use, understand the effects on wellbeing, examine online communities and their differences, and develop strategies for managing conflict and assessing the impact of social media.	As Year 10 pupils are likely to become increasingly independent online, they need a strong understanding of the internet's impact on their mental health, relationships, and self-image. This unit builds on previous online safety learning by examining how social media affects wellbeing, fuels conflict and influences identity. At this stage, pupils can critically evaluate their online habits, recognise unhealthy patterns such as obsessive comparison, and develop balanced digital practices that support their mental health.	Fellowship: building community connections, developing positive relationships; Aspiration: personal development and growth; Integrity: critical evaluation and truth-seeking, making safe and ethical choices; Tenacity: managing emotions and mental health, developing coping strategies; Humility: developing empathy and understanding others, being open to learning	Effects of social media on mental health, identity and relationships; characteristics of healthy and unhealthy internet use; how online communities differ from offline ones.	Critically evaluating personal social media habits; recognising patterns of obsessive comparison or unhealthy use; developing strategies for balanced and healthy digital engagement.
Year 10	7. Physical health: How can physical health affect others?	This unit explores different aspects of physical health. Pupils learn about living with chronic illness, and understand the science of organ and blood donation.	As Year 10 pupils mature, they develop a greater awareness of their physical health and the health and wellbeing of those around them. This unit builds on personal health knowledge by exploring organ and blood donation, as well as chronic illness. At this stage, pupils can understand more complex health conditions and the decisions relating to them.	Aspiration: personal development and growth; Humility: developing empathy and understanding others, respecting differences	Living with chronic illness and its impact on daily life; organ and blood donation — the science, process and decisions involved.	Evaluating ethical decisions around donation; developing empathy for those living with chronic illness; reflecting on personal attitudes towards health decisions.

Year 10	8. What are common types of mental health conditions?	This unit explores mental health conditions including stress, anxiety and depression. Pupils learn to recognise symptoms, distinguish normal worries from mental health conditions, understand treatment options, and know how to access professional support confidently.	Year 10 pupils require an understanding of mental health conditions, such as stress and depression. This unit provides essential knowledge to distinguish typical emotional responses from those that require professional support. At this stage, pupils can understand mental health conditions factually and sensitively, reducing stigma whilst recognising when help is needed. This allows pupils to seek support and assist their peers who are experiencing difficulties.	Tenacity: managing emotions and mental health, navigating challenges; Humility: understanding emotions, developing empathy and understanding others	Common mental health conditions including stress, anxiety and depression; how to distinguish normal emotional responses from clinical conditions; treatment options and how to access professional support.	Recognising symptoms of common mental health conditions; reducing stigma through informed, sensitive discussion; knowing when to seek help or signpost others.
Year 10	9. Staying safe and healthy: How can I check my body is healthy?	This unit teaches self-monitoring and health awareness. Pupils learn to recognise signs of health problems, understand immunisation and antimicrobial resistance, maintain intimate health and hygiene, practise sun safety, and follow water safety protocols confidently.	As Year 10 pupils mature, they require practical skills to monitor their bodies and recognise when professional help is needed. This unit provides essential knowledge about self-examination, immunisation, intimate health care and safety practices. At this stage, pupils can understand proactive health monitoring, empowering them to identify concerns early, make informed healthcare decisions, and maintain healthy practices that protect them in various environments as they approach adulthood and independence.	Aspiration: building independence; Integrity: making safe and ethical choices; Humility: developing empathy and understanding others	Self-examination techniques; immunisation and antimicrobial resistance; intimate health and hygiene; sun safety and water safety protocols.	Taking proactive responsibility for personal health monitoring; making informed healthcare decisions; evaluating personal risk and knowing when to seek professional advice.
Year 11	1. Healthy relationships: What is good parenting?	This unit explores parenting and child development. Pupils learn characteristics of effective parenting, understand child development stages, and identify support services available for parents and carers.	As Year 11 pupils approach adulthood and consider future life choices, they are required to have an understanding of effective parenting and child development. This unit provides essential knowledge about parental responsibilities and the development of early childhood. At this stage, pupils can appreciate the complexities of raising children, recognise the importance of the early years of a child's life and understand the support available to parents.	Fellowship: developing positive relationships, supporting one another; Aspiration: personal development and growth, preparing for the future; Humility: developing empathy and understanding others	Characteristics of effective parenting; stages of child development; support services available for parents and carers.	Evaluating what effective parenting looks like across different contexts; reflecting on the responsibilities of caregiving; applying understanding of child development to real-world scenarios.
Year 11	2. Healthy intimate relationships: What are my choices in pregnancy?	This unit explores reproductive health and pregnancy. Pupils learn about pregnancy and fertility cycles, explore healthy pregnancy practices, and receive medically accurate information on all options for unintended pregnancy.	As Year 11 pupils approach adulthood, they require medically accurate information about reproductive health and pregnancy. This unit provides essential knowledge about fertility, healthy pregnancy and all options for unintended pregnancy. At this stage, pupils can engage with complex reproductive health topics maturely, supporting them to make informed, autonomous decisions, access appropriate healthcare confidently.	Fellowship: developing positive relationships, supporting one another	Fertility cycles and conception; healthy pregnancy practices; medically accurate information on all options for unintended pregnancy.	Making autonomous, informed decisions about reproductive health; evaluating options objectively and without bias; knowing how to access appropriate healthcare confidently.
Year 11	3. Our online lives: How can I stay in control online?	This unit explores maintaining control when online. Pupils learn to use personal power online responsibly, respond to online harassment, protect financial security, and recognise risks of harmful online groups and radicalisation whilst accessing appropriate support.	As Year 11 pupils mature, they require an understanding of online control, digital identity and safety. This unit addresses using personal power responsibly online, responding to harassment, protecting financial security, and recognising radicalisation. At this stage, pupils face increased independence, making it important they maintain control over their digital presence, protect themselves from exploitation and harm, and know when and how to access appropriate support.	Fellowship: supporting one another; Aspiration: building independence; Integrity: making safe and ethical choices; Humility: developing empathy and understanding others	Using personal power online responsibly; responding to online harassment; protecting financial security online; recognising harmful online groups and radicalisation.	Critically evaluating online communities and their influence; recognising and responding to radicalisation and exploitation; making informed decisions to maintain control of digital identity.
Year 11	4. Mental health: How might my mental health change?	This unit explores fluctuating mental health across the lifespan. Pupils learn how mental health changes, understand impacts of poor mental health, examine biological influences including hormones and sleep, and know how to access appropriate support.	As Year 11 pupils mature, they require an understanding of how mental health fluctuates across the lifespan. This unit provides knowledge about biological influences on mental health, impacts of poor mental health, and accessing appropriate adult support services. At this important stage, pupils can understand that mental health changes are normal whilst recognising when professional help is needed, empowering them to manage stress, seek support proactively, and develop resilience.	Aspiration: personal development and growth; Tenacity: managing emotions and mental health, building resilience; Humility: developing empathy and understanding others	How mental health fluctuates across the lifespan; biological influences including hormones and sleep; impacts of poor mental health; how to access adult support services.	Recognising normal fluctuations vs signs that professional help is needed; applying strategies to manage mental health proactively; reflecting on personal resilience and support networks.
Year 11	5. Staying safe and healthy: How do I use the health care system?	This unit teaches young adults how to navigate the healthcare system. Pupils learn to access GP and dental services, seek mental health support, understand sexual health and family planning clinics, and utilise drop-in centres and online healthcare services.	As Year 11 pupils approach adulthood and will soon be responsible for managing their own healthcare independently, they require an understanding of how to navigate the healthcare system. This unit provides practical knowledge about accessing GPs, dentists, mental health services, sexual health clinics and online healthcare resources. At this transition stage, pupils must understand how to seek appropriate support for different health concerns, use services confidently, and take responsibility for maintaining their health.	Fellowship: understanding diversity; Aspiration: building independence, preparing for the future; Integrity: making safe and ethical choices, taking responsibility; Tenacity: managing emotions and mental health, navigating challenges, developing coping strategies; Humility: developing empathy and understanding others, respecting differences	How to access GP and dental services; mental health support services; sexual health and family planning clinics; online healthcare resources and drop-in centres.	Navigating healthcare services independently and confidently; making appropriate decisions about which service to access; taking personal responsibility for health management in adulthood.
Year 12	Transitioning to KS5	This unit supports students' transition into Sixth Form. Lessons cover managing workload, timetabling and receiving constructive criticism; acknowledging skills and being professional; teamwork and collaboration; the FAITH Award; reactive revision strategies; mental health and wellbeing; and collaborative presentations.	As students make the significant step from KS4 to KS5, they face new academic demands, greater independence, and shifting social dynamics. Positioned at the very start of Year 12, this unit establishes the habits, professional behaviours, and wellbeing strategies students need to thrive at A-level. It builds directly on KS4 PSHE learning about resilience, mental health and relationships, contextualising that knowledge for the specific challenges of Sixth Form life.	Fellowship: teamwork and collaboration, developing positive relationships, building community connections; Aspiration: personal development and growth, building independence, preparing for the future; Integrity: understanding rights and responsibilities, taking responsibility; Tenacity: managing emotions and mental health, developing coping strategies, building resilience; Humility: developing empathy and understanding others, being open to learning	Strategies for managing KS5 workload and timetabling; characteristics of professional behaviour; skills for teamwork and collaboration; the FAITH Award framework; reactive revision approaches; mental health and wellbeing strategies.	Reflecting on personal strengths and areas for development; applying professional and collaborative skills in real contexts; evaluating and adapting revision and coping strategies to meet the demands of KS5 study.
Year 12	Relationships and Health	This unit explores respectful relationships and personal health. Lessons cover meeting new people, values and differences; trust and intimacy; consent; making choices about sexual health; preventing and treating STIs; recreational drug use; and managing personal health.	As Year 12 students gain greater independence and are increasingly likely to be forming or considering intimate relationships, they require comprehensive, honest education on consent, sexual health, and the impact of substances on decision-making. This unit builds on KS4 RSHE content by deepening understanding of trust, intimacy and respectful relationship dynamics. At this stage, students are at or approaching the age of sexual consent, making it essential they have accurate information to make safe, informed choices and protect their physical and mental wellbeing.	Fellowship: developing positive relationships, respecting others, supporting one another, understanding diversity; Aspiration: personal development and growth, building independence; Integrity: understanding rights and responsibilities, making safe and ethical choices; Tenacity: managing emotions and mental health; Humility: developing empathy and understanding others, respecting differences	Navigating values and differences when meeting new people; trust and intimacy in relationships; consent and sexual health choices; preventing and treating STIs; effects of recreational drugs on health and decision-making; strategies for managing personal health.	Evaluating what healthy, respectful relationships look like in practice; applying knowledge of consent and sexual health to make informed personal decisions; critically assessing the risks of recreational drug use and their impact on relationships and wellbeing.
Year 12	Intro to Post 18	This unit introduces students to the full range of post-18 options. Lessons cover the Year 12 work experience launch, the benefits of higher education, universities, the UCAS process, higher and degree apprenticeships, and non-university pathways.	As Year 12 students begin to look ahead to life after school, they need structured, impartial guidance on the wide range of post-18 options available to them. Positioned in HT3, this unit lays the groundwork for informed decision-making before students begin narrowing their choices later in the year. At this stage, early awareness of all pathways — university, apprenticeships, and alternatives — helps students approach their futures with confidence and without assumptions, supporting equitable outcomes regardless of background.	Aspiration: preparing for the future, building independence, personal development and growth; Integrity: critical evaluation and truth-seeking, taking responsibility; Tenacity: navigating challenges; Humility: developing self-awareness, being open to learning, respecting differences	The range of post-18 options and the benefits of higher education; types of universities and how they differ; the UCAS process and timeline; higher and degree apprenticeships; non-university pathways and alternatives.	Researching and comparing post-18 options critically and without bias; evaluating which pathways align with personal strengths, interests and goals; beginning to make informed, realistic decisions about the direction of post-18 plans.
Year 12	Planning for Future Careers	This unit develops students' career planning skills. Lessons cover researching post-18 options, hearing from ambassadors and alumni, making sensible and realistic choices, building an online presence through social media and CVs, and managing revision techniques and stress.	As Year 12 students move from initial awareness of post-18 options towards making active choices, they need practical tools for research, self-presentation, and decision-making. This unit builds directly on the 'Intro to Post 18' unit by supporting students to investigate options in depth, hear from those who have gone before them, and begin presenting themselves professionally online. Managing revision stress alongside career planning reflects the real pressures students face at this point in the academic year.	Aspiration: preparing for the future, building independence, personal development and growth; Integrity: critical evaluation and truth-seeking, taking responsibility; Tenacity: managing emotions and mental health, developing coping strategies, navigating challenges; Humility: developing self-awareness, being open to learning	How to research post-18 options effectively; insights from ambassadors and alumni; how to make sensible and realistic post-18 choices; building a positive online presence, social media and CVs; revision techniques and managing stress.	Researching and evaluating post-18 options in depth; making realistic decisions based on personal strengths and evidence; developing strategies to manage academic pressure whilst planning for the future.
Year 12	Finance in the Real World	This unit develops students' financial literacy. Lessons cover financial choices, working and earning, and the Equality Act; managing finances, borrowing and debt; payslips, tax and deductions; three practical finance game sessions; and the risks and consequences of gambling.	As Year 12 students approach financial independence — whether heading to university, employment, or an apprenticeship — they need practical knowledge of personal finance to make responsible decisions. This unit prepares students for the financial realities of post-18 life, covering the essentials of earning, tax, debt, and the particular risks of gambling. Understanding how money works in the real world is essential knowledge for adult life, and the practical finance game sessions make this learning tangible and applicable.	Aspiration: building independence, preparing for the future; Integrity: understanding rights and responsibilities, making safe and ethical choices, taking responsibility; Tenacity: navigating challenges; Humility: developing empathy and understanding others	Financial choices in employment and the Equality Act; managing finances, borrowing and debt responsibly; payslips, tax and deductions; risks and consequences of gambling.	Applying financial knowledge to realistic scenarios and simulations; evaluating the risks of borrowing, debt and gambling; taking personal responsibility for financial decision-making in preparation for adult and post-18 life.
Year 12	Transition to Post 18	This unit prepares students for their post-18 applications. Lessons cover choosing a university subject, UCAS Apply, drafting personal statements (across multiple sessions), preparing for all types of interview, completing the UCAS application form, and finalising a draft personal statement.	As Year 12 students approach the UCAS application deadline, they require structured, practical support to complete high-quality applications. This unit moves from earlier exploratory career planning to hands-on application work, guiding students through every stage of the UCAS process and personal statement writing. At this critical juncture, well-crafted applications and confident interview preparation significantly improve students' chances of securing their chosen post-18 destination.	Aspiration: preparing for the future, personal development and growth, building independence; Integrity: taking responsibility, critical evaluation and truth-seeking; Tenacity: navigating challenges, building resilience; Humility: developing self-awareness, being open to learning	How to choose a university subject with confidence; the UCAS Apply process and application form; the components of a strong personal statement; how to prepare for university and other post-18 interviews.	Drafting and refining a personal statement with clarity and authenticity; completing a UCAS application accurately and effectively; preparing confidently for a range of interview formats across different post-18 destinations.

Year 13	Post 18 Applications	This unit supports students in the opening stages of Year 13 with their post-18 applications. Lessons cover discovering MOOCs and continuing education opportunities, progressing post-18 applications (with a mini focus to be confirmed each year), and developing employability skills.	As Year 13 students return from summer having submitted or nearly submitted UCAS applications, they require continued support to finalise and progress their post-18 plans. This unit ensures students remain focused and develop the employability skills that will serve them in any post-18 destination. Exploring MOOCs broadens students' awareness of flexible learning opportunities, keeping them engaged and prepared regardless of the outcome of their applications.	Aspiration: preparing for the future, personal development and growth, building independence; Integrity: taking responsibility, critical evaluation and truth-seeking; Tenacity: navigating challenges, building resilience; Humility: developing self-awareness, being open to learning	What MOOCs are and how to access continuing education opportunities; strategies for progressing post-18 applications; key employability skills for post-18 destinations.	Evaluating and selecting appropriate further learning opportunities; applying and developing employability skills in preparation for post-18 life; navigating the application process with confidence and adaptability.
Year 13	Relationships and Safety	This unit addresses complex relationship and safety issues relevant to young adults. Lessons cover making choices about pregnancy; alcohol and binge drinking; drugs; recognising consent and sexual violence; violence against women; reporting abuse; and marginalisation and privilege.	As Year 13 students are 17–18 years old and approaching full legal adulthood, they require honest, mature education on the real-world risks and responsibilities they will encounter in their relationships and social lives. This unit builds on earlier RSHE learning by addressing more nuanced and legally significant scenarios. The inclusion of marginalisation and privilege extends students' understanding of power dynamics in society, helping them recognise and challenge structural inequalities as they become active adult citizens. At this stage, students are making increasingly independent decisions about alcohol, relationships and personal safety.	Fellowship: developing positive relationships, respecting others, supporting one another; Aspiration: personal development and growth, building independence; Integrity: understanding rights and responsibilities, making safe and ethical choices; Tenacity: managing emotions and mental health, navigating challenges, developing coping strategies; Humility: developing empathy and understanding others, respecting differences, being open to learning	Choices and options relating to pregnancy; risks and effects of alcohol and binge drinking; effects of drugs on health and decision-making; recognising consent and understanding sexual violence; violence against women — recognition and response; how to report abuse; understanding marginalisation and privilege.	Evaluating the risks of alcohol, drugs and unsafe relationship dynamics critically; applying knowledge of consent and legal rights to complex real-world scenarios; recognising and challenging structural inequalities, including through the lens of marginalisation and privilege.
Year 13	Next Steps to Post 18	This unit prepares students for the transition from school to post-18 life. Lessons cover UCAS next steps including firm and insurance choices; results day and clearing; gap years and making the most of future opportunities; leaving home and creating a healthy lifestyle; student finance and budgeting; and a next steps checklist.	As Year 13 students receive and respond to university offers and prepare to leave school, they need practical, grounded knowledge to manage this significant life transition. This unit provides essential guidance on every stage of the post-offer process — from making UCAS decisions to navigating results day and clearing — as well as the practical realities of independent adult life including managing finances and maintaining health. Positioned in HT3, it directly corresponds to the point in the academic year when these decisions and transitions become most immediate.	Aspiration: building independence, preparing for the future, personal development and growth; Fellowship: developing positive relationships, supporting one another; Integrity: taking responsibility, making safe and ethical choices; Tenacity: navigating challenges, developing coping strategies, building resilience; Humility: developing empathy and understanding others, being open to learning	UCAS next steps — firm and insurance choices; navigating results day and the clearing process; benefits and planning for gap years; creating a healthy lifestyle when leaving home; student finance and budgeting; a practical next steps checklist for post-18 transitions.	Applying financial and practical knowledge to prepare for independent living; making informed, confident decisions about UCAS choices, gap years and results day outcomes; reflecting on personal readiness for the transition to post-18 life.
Year 13	Safety	This unit addresses key safety issues for young adults preparing for independence. Lessons cover harassment and abuse; gang violence, knife crime and exiting aggressive situations; internet safety, boundaries and misinformation; transport and travel safety; and driver safety.	As Year 13 students are approaching 18 and preparing for significantly greater independence — including travel, driving, and living away from home — they require practical, adult-focused safety knowledge. This unit builds on earlier KS3 and KS4 safety learning by addressing contexts that become especially relevant at this life stage. The inclusion of gang violence and knife crime reflects statutory RSHE guidance and the real community safety risks students may encounter. Positioned in HT4, this unit prepares students for the freedoms and responsibilities of adult life before they leave school.	Fellowship: supporting one another, developing positive relationships; Aspiration: building independence, preparing for the future; Integrity: making safe and ethical choices, understanding rights and responsibilities; Tenacity: navigating challenges, developing coping strategies; Humility: developing empathy and understanding others	Recognising and responding to harassment and abuse; understanding gang violence, knife crime and strategies for exiting aggressive situations; internet safety, online boundaries and identifying misinformation; transport and travel safety; driver safety and responsibilities.	Evaluating personal risk across a range of adult real-world situations; applying strategies to stay safe online, in transit, and in the community; making informed and responsible decisions as an increasingly independent young adult.
Year 13	Resilience	This unit supports Year 13 students' mental health and academic resilience during the exam period. Lessons cover managing revision and exam anxiety, followed by intensive mentoring sessions.	As Year 13 students enter the final stretch before A-level examinations, many experience heightened anxiety, stress and pressure. Positioned in HT5 to coincide directly with the pre-exam period, this unit provides targeted strategies for managing exam-related anxiety and supports students' emotional and academic resilience at the most demanding point of their school career. The intensive mentoring sessions offer personalised, responsive support to ensure no student faces this period alone.	Aspiration: personal development and growth, preparing for the future; Tenacity: managing emotions and mental health, developing coping strategies, building resilience, navigating challenges; Humility: developing self-awareness, being open to learning	Strategies for managing revision and exam anxiety; the relationship between stress and academic performance; personalised support through intensive mentoring.	Applying evidence-based strategies to manage exam pressure effectively; reflecting on personal resilience and identifying individual support needs; developing a sustainable approach to revision and mental wellbeing during the exam period.