

		Year 7	Year 8	Year 9
Autumn 1	Content (Why)	Develop an understanding of healthy friendships, bullying and online safety, exploring how relationships can change over time and how pupils can recognise, manage and respond to difficult or harmful situations.	Explore family diversity, relationships, conflict, marriage, divorce, bereavement, rights and responsibilities, including the influence of culture, religion and media on attitudes and relationships.	Explore prejudice, healthy and unhealthy relationships, consent, peer pressure and safeguarding, including grooming, sexual exploitation and honour-based violence.
	Content (What)	This unit supports pupils to build healthy, respectful relationships and develop the confidence and strategies needed to manage change and resolve friendship difficulties. It also develops awareness of bullying, toxic relationships and online risks, helping pupils make safe and responsible choices and seek appropriate support when needed.	This unit develops pupils' understanding of the diversity of families and relationships and encourages respect for different beliefs, identities and life experiences. It equips pupils with strategies for managing conflict and coping with change and loss, while developing an understanding of rights, responsibilities and respectful participation in society.	This unit helps pupils recognise harmful attitudes, behaviours and situations and understand how these can affect themselves and others. It develops knowledge of consent, personal boundaries, respectful relationships and safeguarding, enabling pupils to recognise risks, make informed choices and seek appropriate support.
	Acquire (Knowledge)	• Healthy friendships are built on respect, trust, honesty and appropriate boundaries, and pupils should understand that friendships can change over time. • Bullying, toxic friendships and cyberbullying can negatively affect wellbeing, and pupils should recognise behaviours such as intimidation, exclusion, manipulation and unwanted online contact. • Online safety requires awareness of risks and responsible decision-making, including protecting personal information, recognising unsafe behaviour and knowing when and how to seek help.	• Families and relationships take many different forms, and stereotypes relating to gender, sexuality, religion and family life can influence attitudes and behaviour. • Marriage, divorce, arranged marriage and forced marriage are distinct concepts, with different cultural and religious perspectives and with individual rights and consent remaining important. • Everyone has rights and responsibilities, and healthy relationships and communities depend on respect, equality, empathy and the ability to manage conflict appropriately.	• Healthy relationships are based on respect, equality, communication, boundaries and consent, while unhealthy relationships may involve control, manipulation, coercion or abuse. • Consent must be freely given, informed and ongoing, and pupils should understand the legal framework surrounding consent and recognise that pressure or coercion does not constitute consent. • Grooming, sexual exploitation and honour-based violence are forms of abuse, and recognising warning signs, maintaining boundaries and knowing how to access trusted support can help keep people safe.

	Apply (Skills)	Recognise healthy and unhealthy behaviours in friendships, identify bullying and online risks, use appropriate strategies to manage friendship difficulties and changes, make safe decisions online, and confidently identify trusted sources of support when problems arise.	Challenge stereotypes and recognise diversity, interpret different cultural and religious perspectives respectfully, distinguish between healthy and harmful relationship practices, apply strategies for managing conflict and bereavement, and make informed decisions that respect their own and others' rights and responsibilities.	Identify prejudice and unhealthy relationship behaviours, recognise situations involving pressure, grooming or exploitation, apply knowledge of consent and personal boundaries to realistic scenarios, challenge harmful attitudes and behaviours, and confidently identify appropriate sources of help and safeguarding support.
Autumn 2	Content (Why)	Explore how school prepares pupils for future education, employment and adult life, including volunteering, workplace responsibilities, stereotypes, career pathways and local and national labour market information (LMI).	Develop financial literacy and an understanding of the transition from school to employment, including workplace expectations, budgeting, income, saving, debt, bank cards and taxation.	Explore career suitability, employment pathways, professional behaviours, local labour market information, qualifications and progression, including how religious beliefs and protected characteristics can be respected in the workplace.
	Content (What)	This unit helps pupils understand the skills, attitudes and responsibilities needed for successful progression into further education, training and employment. It encourages pupils to challenge stereotypes, recognise the value of volunteering and make informed decisions about future career opportunities based on reliable labour market information.	This unit prepares pupils for greater financial independence and the responsibilities of adult life. It develops the knowledge and decision-making skills needed to manage money responsibly, understand earnings and deductions, and make informed financial choices.	This unit helps pupils make informed decisions about their future by understanding how their interests, strengths, qualifications and values can influence career choices. It develops employability skills and awareness of workplace equality, enabling pupils to understand their rights while recognising the expectations and responsibilities of employers and employees.
	Acquire (Knowledge)	• School develops knowledge, skills and personal qualities that support future education, employment and adult life, including communication, teamwork, resilience and responsibility. • Workplaces have expectations, rights and responsibilities, and volunteering can develop valuable skills, experience,	• The world of work has different expectations and responsibilities from school, including employment rights, professional behaviours and financial responsibilities. • Personal budgeting involves managing income and expenditure, with savings, debt and the responsible	• Career choices can be influenced by interests, strengths, skills, qualifications and personal values, and there is a distinction between a job and a longer-term career pathway. • Employers and employees have rights and responsibilities, including legal protections relating to religion

		confidence and employability. • Career opportunities vary across sectors and locations, with labour market information helping people understand employment trends, growth areas, skills requirements and future opportunities.	use of debit and credit cards affecting financial wellbeing. • Income is affected by taxation and other deductions, and understanding payslips, tax and take-home pay is essential for managing personal finances.	and belief and the need to make reasonable and respectful accommodations where appropriate. • Labour market information and qualifications influence progression, helping individuals understand employment opportunities, skills shortages, entry requirements and potential career pathways.
	Apply (Skills)	Identify and reflect on transferable skills, recognise workplace rights and responsibilities, evaluate the benefits of volunteering, challenge gender and religious stereotypes in education and employment, and use LMI to research and make informed decisions about future career pathways.	Create and evaluate realistic budgets, calculate income and expenditure, distinguish between saving and borrowing, assess the risks and benefits of different forms of credit, interpret basic payslip and tax information, and make informed decisions about personal finances and the transition into employment.	Evaluate personal strengths and interests against potential career pathways, use LMI to research employment opportunities and requirements, explain how qualifications support progression, demonstrate appropriate professional behaviours, and apply knowledge of workplace rights to scenarios involving religion and belief.
Spring 1	Content (Why)	Explore the concept of worldview and the role of service across Christianity, Islam and Sikhism, with a particular focus on Guru Nanak, Sewa , the Khalsa and Ahimsa, and how these ideas influence Sikh communities today.	Explore how spirituality and religious teachings influence moral decision-making, focusing on Christian and Muslim perspectives on the lives of Jesus and Prophet Muhammad, alongside religious and non-religious views on war, jihad and pacifism.	Explore the concept of inner peace through Buddhist teachings, focusing on the life and teachings of the Buddha, suffering, enlightenment, the Four Noble Truths, the Eightfold Path and the role of meditation, while considering different approaches to religious and non-religious worldviews.
	Content (What)	This unit develops pupils' understanding of how religious beliefs and worldviews influence people's values, actions and responsibilities towards others. It promotes respectful understanding of religious diversity while developing pupils' ability to interpret beliefs, make comparisons and consider how religious teachings are applied in contemporary life.	This unit develops pupils' understanding of how beliefs, teachings and role models influence moral choices and responses to complex issues. It encourages pupils to consider contrasting perspectives on conflict, develop respectful discussion of sensitive issues and justify their own conclusions using evidence.	This unit develops pupils' understanding of how religious teachings can influence beliefs, behaviour and approaches to wellbeing. It encourages pupils to explore Buddhist responses to suffering and inner peace while critically considering whether spiritual practices and commitment to a worldview can have meaning beyond religious belief.

	Acquire (Knowledge)	• A worldview is a person's understanding of the world and their place within it, shaped by beliefs, experiences, values and culture. • Service to others is an important concept in Christianity, Islam and Sikhism, with Sikhism placing particular emphasis on <i>Sewa</i> as selfless service. • Guru Nanak's teachings, the Khalsa and Ahimsa have influenced Sikh identity and practice, with their significance continuing within Sikh communities today.	• Spirituality and religious beliefs can influence moral decision-making, shaping people's values, actions and understanding of right and wrong. • The lives and teachings of Jesus and Prophet Muhammad provide important guidance for Christians and Muslims when making moral decisions and responding to challenges. • Religious and non-religious perspectives on war vary, including different understandings of justifiable conflict, Jihad and pacifism.	• Buddhism teaches that suffering is a fundamental part of human experience, and the Buddha taught that understanding its causes and overcoming attachment can lead towards enlightenment. • The Four Noble Truths and Eightfold Path provide a framework for Buddhist belief and practice, guiding Buddhists in responding to suffering and developing a path towards enlightenment. • Meditation and other practices can support reflection and inner peace, with individuals and different worldviews taking varied approaches to spirituality, devotion and wellbeing.
	Apply (Skills)	Compare and explain religious perspectives on service and responsibility, use examples from Christianity, Islam and Sikhism to support explanations, interpret the significance of <i>Sewa</i> , Khalsa and Ahimsa in Sikhism, and construct well-reasoned written responses using appropriate religious vocabulary and evidence.	Explain and compare how religious teachings and spirituality influence moral decisions, distinguish between different understandings of Jihad and pacifism, evaluate contrasting perspectives on war, and construct balanced, evidence-based arguments using appropriate religious vocabulary.	Explain and interpret Buddhist teachings about suffering and enlightenment, describe how the Four Noble Truths and Eightfold Path influence Buddhist lives, compare religious and non-religious approaches to inner peace and meditation, and evaluate different perspectives using evidence and reasoned argument.
Spring 2	Content (Why)	Explore identity, belonging and British Values, including how laws and the criminal justice system affect individuals and communities, and how discrimination and poverty can be challenged in modern Britain.	Explore teenage identity and stereotypes, the influence of social media, diversity and community cohesion, migration and homelessness, and the concepts of radicalism, extremism and the PREVENT strategy.	Explore mental wellbeing, human rights and protected characteristics, prejudice and discrimination, hate crime, and the rights and responsibilities of individuals within society.
	Content (What)	This unit develops pupils' understanding of their rights, responsibilities and place within society. It encourages respect for diversity and different	This unit develops pupils' ability to think critically about social issues and the influences that shape attitudes and behaviour. It	This unit helps pupils understand how to protect their own wellbeing while recognising and respecting the rights and dignity of others.

		beliefs while helping pupils understand how laws, justice and collective action can contribute to a fairer and more inclusive society.	encourages empathy, respect for diversity and informed citizenship while helping pupils recognise potentially harmful influences and understand how individuals and communities can contribute to a cohesive society.	It develops empathy, resilience and active citizenship, encouraging pupils to challenge prejudice and discrimination and understand how lessons from the past can help create a safer and more inclusive society.
	Acquire (Knowledge)	• Identity and belonging are influenced by many factors, including culture, family, community, beliefs, experiences and values, while British Values promote democracy, the rule of law, individual liberty, mutual respect and tolerance. • Laws and the criminal justice system protect individuals and maintain social order, with citizens having both rights and responsibilities within society. • Discrimination and poverty can create inequality, and individuals, communities, governments and religious groups may take different approaches to addressing these issues.	• Stereotypes and social media can influence attitudes, identity and behaviour, including creating unrealistic expectations and feelings such as FOMO (fear of missing out). • Diversity and cohesion involve respecting differences while building positive relationships within communities, with asylum seekers, refugees and homeless people having different circumstances and experiences that should be understood without stereotyping. • Radicalism and extremism involve complex ideas and behaviours, and pupils should understand the purpose of PREVENT and the importance of recognising concerns, challenging harmful narratives and seeking appropriate support.	• Mental wellbeing can be supported through healthy habits, positive relationships and appropriate sources of help, and everyone has a role in looking after their own wellbeing. • Human rights protect the dignity, freedoms and equality of individuals, with protected characteristics safeguarded by law and accompanied by responsibilities towards others. • Prejudice, discrimination and hate crime can cause significant harm, and understanding their causes and historical impact can help individuals and communities recognise, challenge and prevent them.
	Apply (Skills)	Explain how identity, belonging, British Values and laws influence life in modern Britain, evaluate how the criminal justice system addresses crime and inequality, and use a range of perspectives, including religious views, to develop reasoned responses to discrimination and poverty.	Challenge stereotypes and critically evaluate the influence of social media, distinguish between different experiences of migration and homelessness, use respectful language when discussing sensitive social issues, and apply knowledge of radicalisation, extremism and PREVENT to recognise risks and make informed, responsible decisions.	Identify strategies that support mental wellbeing, explain how human rights and protected characteristics operate in practice, recognise and challenge prejudice and discrimination, evaluate responses to hate crime using evidence, and demonstrate how rights and responsibilities can be applied to

				real-life situations.
Summer 1	Content (Why)	Explore puberty, personal hygiene, unwanted contact, risk-taking and peer pressure, including the health risks associated with vaping and strategies for keeping safe.	Explore peer pressure, body image, mental wellbeing, healthy and unhealthy friendships, and the effects of alcohol, drugs, smoking and vaping on physical and mental health.	Develop knowledge and understanding of relationships, intimacy and reproductive health, including religious perspectives, FGM, teenage pregnancy, STIs, sexual assault and the potential harms associated with pornography.
	Content (What)	This unit provides pupils with the knowledge and confidence to understand changes during adolescence, maintain good personal health and recognise situations that may put them at risk. It develops pupils' ability to make informed decisions, manage peer influence, establish appropriate boundaries and seek help when needed.	This unit supports pupils in making informed choices about their health and wellbeing while recognising the influence of peers, social media and relationships. It develops resilience and decision-making skills, helping pupils understand how lifestyle choices can affect their health and wellbeing and identify appropriate sources of support.	This unit equips pupils with the knowledge and confidence to make safe, informed and respectful decisions about relationships and sexual health. It develops understanding of consent, personal boundaries, reproductive health and safeguarding, while encouraging pupils to recognise risks, understand different perspectives and seek appropriate support.
	Acquire (Knowledge)	• Puberty involves physical, emotional and hormonal changes, and good personal hygiene helps maintain health, comfort and wellbeing. • Unwanted contact, risky behaviour and peer pressure can place individuals at risk, and recognising unsafe situations and personal boundaries is important for staying safe. • Vaping can have negative effects on physical health, particularly for young people, and understanding its risks supports informed decision-making and resistance to peer pressure.	• Peer pressure and social media can influence behaviour, self-esteem and body image, and positive mental wellbeing can be supported through healthy relationships, positive choices and, for some people, spirituality. • Healthy friendships are based on respect, trust, boundaries and mutual support, while unhealthy relationships can involve pressure, control, manipulation or harmful behaviour. • Alcohol, drugs, smoking and vaping can negatively affect physical and mental health, with risks varying according to the substance, amount, frequency and individual circumstances.	• Healthy intimate relationships are based on respect, communication, boundaries and consent, with different religious and cultural worldviews holding different perspectives on intimacy and relationships. • Reproductive health includes preventing unintended pregnancy and sexually transmitted infections, with FGM being illegal in the UK and recognised as a form of abuse and a serious safeguarding concern. • Sexual assault and harmful sexual behaviours can have serious physical and emotional consequences, and pornography can create unrealistic or harmful expectations about

				relationships, bodies, sex and consent.
	Apply (Skills)	Recognise and respond appropriately to physical and emotional changes during puberty, demonstrate effective personal hygiene, identify unwanted contact and risky situations, apply strategies for managing peer pressure and reducing risk, and make informed decisions about vaping and personal health.	Recognise and manage peer pressure, critically evaluate the influence of social media on body image, identify healthy and unhealthy relationship behaviours, apply strategies to support positive mental wellbeing, and assess the risks and consequences associated with alcohol, drugs, smoking and vaping to make informed choices.	Evaluate different perspectives on relationships and intimacy, apply knowledge of consent and reproductive health to realistic scenarios, identify strategies for preventing STIs and unintended pregnancy, recognise sexual abuse and exploitation, critically evaluate the potential harms of pornography, and identify appropriate sources of support and safeguarding.
Summer 2	Content (Why)	Develop practical knowledge of first aid, CPR and emergency response, including choking, burns and minor injuries, alongside water safety, home safety and strategies for staying safe during the summer.	Explore criminal responsibility, knife crime and personal safety, alongside the impact of social media and technology on behaviour and wellbeing. Pupils will also develop knowledge of dental hygiene, first aid and staying safe during the summer.	Explore how decision-making influences future health, relationships and opportunities, alongside personal health, sexting, social media law, malicious online behaviour and strategies for keeping themselves and others safe.
	Content (What)	This unit gives pupils practical skills and confidence to respond appropriately to common accidents and emergencies. It develops risk awareness and personal responsibility, helping pupils recognise hazards, reduce preventable harm and know when to seek professional emergency assistance.	This unit helps pupils understand how choices, peer influence and online behaviour can affect their safety and future opportunities. It develops personal responsibility, risk awareness and healthy habits, while providing practical knowledge that can help pupils respond safely to everyday emergencies and protect their wellbeing.	This unit develops pupils' understanding of how choices and online behaviour can have immediate and long-term consequences. It supports responsible digital citizenship, healthy decision-making and personal safety, helping pupils understand legal boundaries and make informed choices that protect themselves and others.
	Acquire (Knowledge)	• First aid involves providing immediate help during an injury or illness, including understanding basic CPR and appropriate responses to choking, burns and minor injuries. • Recognising and reducing hazards can prevent accidents, with water and home	• Criminal responsibility means being legally accountable for actions, and involvement in knife crime can have serious consequences for individuals, families and communities. • Social media and technology can influence behaviour, relationships	• Decisions and behaviours can have short- and long-term consequences, influencing health, relationships, reputation, education and future opportunities. • Online behaviour is subject to legal and social boundaries, with sexting

		environments presenting specific risks that require appropriate safety measures. • Emergency situations require calm and appropriate action, including knowing when to provide first aid, when to call emergency services and when not to put themselves or others at further risk.	and wellbeing, and understanding risks such as excessive use, online pressure and unsafe interactions supports healthier choices. • Good personal health and safety habits reduce risk, including effective dental hygiene, basic first-aid knowledge and appropriate strategies for staying safe during the summer.	and malicious social media activity potentially causing significant harm and having serious legal consequences, particularly for young people. • Personal health and safety depend on informed choices and risk awareness, including maintaining healthy lifestyles, recognising online and physical risks, and knowing how to protect themselves and others.
	Apply (Skills)	Identify common hazards and assess risk, demonstrate appropriate first-aid responses to realistic scenarios, apply CPR and choking-response procedures where appropriate, explain how to treat minor injuries and burns safely, and apply water, home and summer safety strategies to reduce risk and protect themselves and others.	Recognise the risks and consequences associated with knife crime and criminal behaviour, apply strategies for staying safe online and managing technology use, demonstrate effective dental hygiene and basic first-aid responses, and apply appropriate summer safety strategies to realistic situations.	Evaluate the potential consequences of decisions and online behaviour, apply knowledge of relevant laws and digital safety to realistic scenarios, recognise and respond appropriately to harmful online activity, make informed choices about health and relationships, and develop practical strategies for keeping themselves and others safe.