

		Year 10	Year 11
Autumn 1	Content (Why)	Explore sexual harassment and sexual assault, equality and protected characteristics, and forms of prejudice including homophobia, sexism and transphobia, alongside the importance of self-examination and health screening.	Prepare for the transition to adulthood by developing employability, relationship, wellbeing and emergency-response skills, while exploring religious diversity, Jewish identity, the relevance of religious traditions and ethical issues such as assisted dying and religion in business.
	Content (What)	This unit develops pupils' understanding of equality, respect, consent and personal safety. It enables them to recognise harmful behaviours and discrimination, understand their legal protections and responsibilities, and take greater responsibility for their own health through appropriate self-examination and screening.	This unit prepares pupils for life beyond school by developing practical skills for employment, further education, healthy relationships, personal wellbeing and responding to emergencies. It also encourages pupils to engage respectfully with diverse beliefs and complex ethical issues, developing the critical thinking and decision-making skills needed for active participation in modern society.
	Acquire (Knowledge)	• Sexual harassment and sexual assault are harmful behaviours that violate personal boundaries and consent, and pupils should understand how to recognise them and access appropriate support. • The Equality Act 2010 protects people from discrimination relating to protected characteristics, including age, disability, race, religion or belief, sex, sexual orientation and gender reassignment. • Homophobia, sexism and transphobia are forms of prejudice and discrimination, while regular self-examination and appropriate health screening can help identify some health concerns earlier.	• Successful transition to further education and employment requires practical skills and knowledge, including understanding workplace rights and responsibilities, writing a CV, completing applications and preparing for interviews. • People hold diverse religious identities and beliefs, and religious traditions can vary between individuals, communities and countries and may change in response to modern society. • Healthy relationships, wellbeing and ethical decision-making require informed choices, including understanding consent, managing pressure and stress, responding to emergencies and considering different perspectives on controversial issues such as assisted dying.
	Apply (Skills)	Recognise and challenge harassment, assault and discriminatory behaviour, apply knowledge of equality law and protected characteristics to real-life scenarios, demonstrate respectful attitudes towards diversity, identify appropriate sources of support, and explain how self-examination and screening can contribute to maintaining good health.	Create effective CVs and applications, demonstrate appropriate interview and workplace skills, research and respectfully compare religious identities and perspectives, evaluate ethical issues using evidence and contrasting viewpoints, and apply strategies for managing relationships, revision, stress and emergency situations.

Autumn 2	Content (Why)	Explore post-16 and post-18 pathways, including career choices, college and course selection, university life, apprenticeships and the skills needed to make successful applications.	*Year 11 Life sessions are delivered during form time, for 2 weeks after each Mock Exam / assessment window in October, December and April.*
	Content (What)	This unit prepares pupils for key decisions about their future education, training and employment. It develops informed decision-making, self-awareness and employability skills, helping pupils understand the range of pathways available and make choices based on their interests, strengths, qualifications and aspirations.	
	Acquire (Knowledge)	• Career pathways can vary, and informed choices should consider interests, strengths, qualifications, entry requirements, opportunities and long-term aspirations. • College, university and apprenticeships offer different routes into further education, training and employment, with different entry requirements, experiences and financial considerations. • Successful applications require effective communication and evidence of skills, including relevant experience, achievements, personal qualities and a clear understanding of the chosen pathway.	
	Apply (Skills)	Research and compare career, college, university and apprenticeship pathways, evaluate options against personal strengths and aspirations, identify relevant entry requirements and opportunities, and produce effective applications that clearly communicate their skills, experiences and suitability.	
Spring 1	Content (Why)	Explore spiritual experiences and different understandings of spirituality, including religious teachings, non-religious spirituality, dreams, children's experiences and philosophical perspectives.	
	Content (What)	This unit encourages pupils to explore how people understand and interpret experiences that may be described as spiritual. It develops respectful dialogue, critical thinking and the ability to consider different religious, non-religious and philosophical perspectives while recognising that spiritual experiences can be	

		interpreted in different ways.	
	Acquire (Knowledge)	• Spiritual experiences can be understood in different ways, including experiences of connection, transcendence, awe or a sense of the divine, with religious and non-religious people interpreting them differently. • Holy books and religious traditions contain different accounts and interpretations of spiritual experiences, while contemporary society includes people who identify as spiritual but not religious. • Philosophers and individuals offer different explanations for spiritual experiences, with questions about dreams, children's experiences and the reliability of personal testimony requiring critical consideration.	
	Apply (Skills)	Compare religious, non-religious and philosophical interpretations of spiritual experiences, distinguish between claims and evidence, evaluate the reliability of different accounts and explanations, and construct balanced, reasoned arguments using appropriate evidence and terminology.	
Spring 2	Content (Why)	Explore democracy, dictatorship and political participation, including how the UK Parliament and local government operate, the importance of voting, different political viewpoints, and the purpose of the PREVENT strategy.	
	Content (What)	This unit develops pupils' understanding of how democratic societies function and how citizens can participate in decision-making. It encourages informed and respectful discussion of different political and religious perspectives while helping pupils understand their rights, responsibilities and role within society.	
	Acquire (Knowledge)	• Democratic and dictatorial systems of government differ, particularly in how power is gained, exercised and held accountable, with democracy involving citizen participation and representation. • The UK is a parliamentary democracy, with Parliament, government and local authorities having different roles and responsibilities in making decisions and providing services. • Political and religious perspectives can differ on social and political issues, and pupils should understand the broad concepts of left- and	

		right-wing viewpoints and the purpose of PREVENT in addressing risks associated with radicalisation and extremism.	
	Apply (Skills)	Explain how democracy, Parliament and local government operate, evaluate the importance of participation and voting, identify and respectfully discuss different political and religious perspectives, and apply knowledge of PREVENT to scenarios involving radicalisation and extremism.	
Summer 1	Content (Why)	Explore risk-taking behaviours and their impact on physical, mental and financial wellbeing, including legal and illegal drugs, county lines, alcohol, gambling, debt and sexual pressure.	
	Content (What)	This unit develops pupils' ability to recognise and manage risks that may affect their health, safety, relationships and financial wellbeing. It builds resilience and decision-making skills, helping pupils understand the consequences of harmful behaviours, recognise exploitation and identify appropriate sources of support.	
	Acquire (Knowledge)	• Risk-taking behaviours can have serious consequences, with alcohol and legal and illegal drugs affecting physical and mental health, while county lines can involve criminal exploitation, coercion and violence. • Gambling and debt can negatively affect financial and mental wellbeing, particularly when gambling becomes difficult to control or leads to financial hardship. • Sexual pressure can undermine healthy relationships and personal boundaries, and positive mental wellbeing can be supported through healthy coping strategies, supportive relationships and appropriate sources of help.	
	Apply (Skills)	Assess risks and consequences in realistic scenarios, recognise signs of exploitation and harmful behaviours, apply strategies to resist peer and sexual pressure, make informed decisions about alcohol, drugs and gambling, develop strategies to protect mental wellbeing, and identify appropriate sources of advice and support.	

Summer 2	Content (Why)	Develop practical knowledge for navigating adult life safely and responsibly, including online safety, banking, employment rights, misinformation and scams, road safety and responsible driving.	
	Content (What)	This unit prepares pupils for increasing independence and the responsibilities of adulthood. It develops financial, digital and legal literacy alongside risk awareness, enabling pupils to make informed decisions, recognise potential harm and understand their rights and responsibilities in everyday life.	
	Acquire (Knowledge)	• Online environments present risks including misinformation, fraud, scams and unsafe interactions, and individuals need to understand how to protect personal information and assess the reliability of information. • Managing money and employment involve rights and responsibilities, including understanding how to open and use a bank account and recognising basic workplace rights. • Road use and driving involve significant risks, with laws relating to speeding, mobile phone use and drink driving designed to protect drivers, passengers and other road users.	
	Apply (Skills)	Apply strategies to protect personal information and identify fake news and online scams, demonstrate understanding of basic banking and workplace rights, evaluate risks associated with driving and road use, and make safe, informed decisions in online, financial, employment and summer safety scenarios.	