





Subject: PSHE

Primary Cycle 1 (Yr 4)				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Me, my identity and relationships	<ul style="list-style-type: none"> ✓ Everyone is unique and has their own qualities, strengths and interests. ✓ People can be similar and different in many ways. ✓ Differences should be respected and celebrated. ✓ Positive relationships help us feel safe, valued and included. 	<ul style="list-style-type: none"> ✓ Identify personal strengths and positive qualities. ✓ Recognise similarities and differences between themselves and others. ✓ Talk positively about themselves and others. ✓ Show respect towards people who may be different from them. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think, pair, share, scenario cards, questioning, teacher observations, marking and feedback, mini whiteboards 📌 Check point: Can I...? <ul style="list-style-type: none"> • Name three positive qualities about myself? • Explain how people can be different? • Identify at least two trusted adults?

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		<ul style="list-style-type: none"> ✓ Trusted adults can help us when we have worries or problems. 	<ul style="list-style-type: none"> ✓ Identify trusted adults in school and at home. <p>Ask for help when needed.</p>	<p>Teacher RAG Rating:</p> <ul style="list-style-type: none"> ● Not Yet ● Developing ● Secure <p> Summative (end of unit): 'This is me' personal profile</p> <p>Teacher assessment against Nexus Steps guidelines</p>
Autumn 2	Understanding diversity and individual differences	<ul style="list-style-type: none"> ✓ Diversity means people are different in many ways. ✓ People may have different cultures, religions, beliefs, families and abilities. ✓ Differences make communities stronger. ✓ Everyone deserves to be treated fairly. 	<ul style="list-style-type: none"> ✓ Explain what diversity means. ✓ Identify different types of diversity. ✓ Recognise similarities and differences between people. ✓ Discuss differences respectfully. 	<ul style="list-style-type: none"> ✓ Formative: Diversity picture discussions, similarity and difference, sorting activities, partner discussions, retrieval quizzes, scenario questioning, mini whiteboards, marking and feedback, observations <p> Check point:</p>

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		<ul style="list-style-type: none"> ✓ We all belong to different groups and communities. ✓ Respecting differences helps people feel valued and included. 	<ul style="list-style-type: none"> ✓ Show respect towards others. ✓ Celebrate diversity within school and the wider community. 	Pupils explain: What diversity means, provide examples of diversity, explain why diversity is important ✂ Summative (end of unit): Diversity celebration poster Teacher assessment against Nexus Steps guidelines
Spring 1	Healthy bodies and healthy habits	<ul style="list-style-type: none"> ✓ A healthy lifestyle includes looking after our physical and emotional health. ✓ Our bodies need food, water, sleep, exercise and hygiene to stay healthy. ✓ Different parts of the body have different functions. 	<ul style="list-style-type: none"> ✓ Identify healthy lifestyle choices. ✓ Name different parts of the body. ✓ Explain why personal hygiene is important. 	<ul style="list-style-type: none"> ✓ Formative: Body part labelling activities, healthy and unhealthy sorting tasks, class discussions, retrieval quizzes 📌 Check point: Pupils explain:

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		<ul style="list-style-type: none"> ✓ Looking after our bodies helps us stay healthy and feel good. ✓ Healthy habits can become part of our daily routines. ✓ Trusted adults can help us make healthy choices. 	<ul style="list-style-type: none"> ✓ Identify healthy daily routines. ✓ Recognise when they need support with personal care. ✓ Make simple healthy choices. 	<p>What being healthy means.</p> <p>Three healthy habits.</p> <p>Why we keep our bodies clean.</p> <p> Summative (end of unit): Healthy lifestyle booklet: pupils create a guide explaining how to stay healthy.</p> <p>Teacher assessment against Nexus Steps guidelines</p>
Spring 2	Feelings and healthy lifestyles	<ul style="list-style-type: none"> ✓ Mental health is about how we think, feel and behave. ✓ Everyone experiences a range of emotions. ✓ Feelings can affect our bodies and behaviour. 	<ul style="list-style-type: none"> ✓ Identify and name a range of emotions. ✓ Recognise how feelings affect behaviour. ✓ Explain what mental wellbeing means. 	<ul style="list-style-type: none"> ✓ Formative: Feelings check-ins, emotion matching activities, zones of regulation, questioning, discussions, sorting activities  Check point:

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		<ul style="list-style-type: none"> ✓ Different people can feel differently about the same situation. ✓ Physical health and mental health are connected. ✓ Healthy habits help our bodies and minds stay well. 	<ul style="list-style-type: none"> ✓ Identify healthy lifestyle choices. ✓ Recognise healthy and unhealthy habits. ✓ Describe ways to keep physically healthy. 	<p>Pupils explain:</p> <ul style="list-style-type: none"> • What wellbeing means. • Three emotions they may experience. • Three ways to stay healthy <p>✎ Summative (end of unit): My Healthy Mind and Body Booklet Including:</p> <ul style="list-style-type: none"> • Emotions • Healthy habits • What helps me feel good <p>Teacher assessment against Nexus Steps guidelines</p>

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Summer 1	Belonging to communities	<ul style="list-style-type: none"> ✓ A community is a group of people who share something in common. ✓ People belong to many different communities. ✓ Communities can provide support, safety and belonging. ✓ Everyone has a role within their communities. ✓ Communities can be diverse and include people with different backgrounds and experiences. ✓ Feeling included helps wellbeing and belonging. 	<ul style="list-style-type: none"> ✓ Identify communities they belong to. ✓ Describe what belonging means. ✓ Recognise similarities and differences within communities. ✓ Explain how communities support people. ✓ Identify ways people care for one another. ✓ Recognise their role within different communities. 	<ul style="list-style-type: none"> ✓ Formative: Community mind map, discussions, community sorting tasks, retrieval quizzes, questioning, teacher marking and feedback 📏 Check point: Pupils explain: <ul style="list-style-type: none"> • What a community is. • Three communities they belong to. • Why belonging is important. ✍️ Summative (end of unit): My Communities Booklet Including: <ul style="list-style-type: none"> • Communities I belong to • How people help each other

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				<ul style="list-style-type: none"> Why communities are important <p>Teacher assessment against Nexus Steps guidelines.</p>
Summer 2	Rights, responsibilities and community roles	<ul style="list-style-type: none"> ✓ Rights are things everyone should have to help them stay safe and healthy. ✓ Responsibilities are things we should do to help ourselves and others. ✓ Everyone has different roles within a community. ✓ Schools have many people who help them run successfully. 	<ul style="list-style-type: none"> ✓ Identify rights and responsibilities. ✓ Recognise their own responsibilities at home and school. ✓ Describe the roles of people within school communities. ✓ Follow rules and routines. ✓ Explain why rules are important. ✓ Identify community workers and how they help. 	<ul style="list-style-type: none"> ✓ Formative: Rights and responsibilities sorting activities, school role matching tasks, discussions, retrieval quizzes, scenario-based questioning, teacher marking and feedback 📌 Check point: Pupils explain: <ul style="list-style-type: none"> • One right they have. • One responsibility they have. • Why schools have rules. 📄 Summative (end of unit):

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		<ul style="list-style-type: none"> ✓ Rules help communities stay safe and organised. ✓ Community workers provide important services. 		<p>Rights and Responsibilities Booklet Including:</p> <ul style="list-style-type: none"> • My rights • My responsibilities • People who help me <p>Teacher assessment against Nexus Steps guidelines</p>

Primary Cycle 2 (Yr 5)				
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		Learn that ...	Learn how to ...	
Autumn 1	Building healthy friendships	<ul style="list-style-type: none"> ✓ Friendships are important for wellbeing. ✓ Friendships can change over time. ✓ Healthy friendships involve trust, honesty, kindness and respect. ✓ Disagreements happen in all relationships. ✓ Positive communication helps maintain friendships. ✓ Everyone has the right to feel included. 	<ul style="list-style-type: none"> ✓ Develop positive friendships. ✓ Maintain healthy friendships. ✓ Resolve disagreements appropriately. ✓ Show kindness and empathy. ✓ Communicate respectfully. ✓ Recognise healthy and unhealthy friendship behaviours. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think, pair, share, scenario cards, questioning, teacher observations, marking and feedback, mini whiteboards 🕒 Check point: Scenario Task: "What would you do if..." Examples: <ul style="list-style-type: none"> • A friend takes something without asking. • Someone keeps standing too close.


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				<ul style="list-style-type: none"> Someone says something unkind. <p>Summative (end of unit): ‘Guide to being a good friend’ poster or booklet</p> <p>Teacher assessment against Nexus Steps guidelines</p>
Autumn 2	Building healthy friendships	<ul style="list-style-type: none"> ✓ Friendships are important for wellbeing. ✓ Friendships can change over time. ✓ Healthy friendships involve trust, honesty, kindness and respect. ✓ Disagreements happen in all relationships. 	<ul style="list-style-type: none"> ✓ Develop positive friendships. ✓ Maintain healthy friendships. ✓ Resolve disagreements appropriately. ✓ Show kindness and empathy. ✓ Communicate respectfully. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion task, think, pair, share, scenario cards, questioning, teacher observations, marking and feedback, mini whiteboards <p>Check point: Scenario Task: "What would you do if..."</p>

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		<ul style="list-style-type: none"> ✓ Positive communication helps maintain friendships. ✓ Everyone has the right to feel included. 	<ul style="list-style-type: none"> ✓ Recognise healthy and unhealthy friendship behaviours. 	<p>Examples:</p> <ul style="list-style-type: none"> • A friend takes something without asking. • Someone keeps standing too close. • Someone says something unkind <p>✗ Summative (end of unit): 'Guide to being a good friend' poster or booklet.'</p> <p>Teacher assessment against Nexus Steps guidelines.</p>
Autumn 2	Diversity, inclusion and prejudice	<ul style="list-style-type: none"> ✗ Everyone deserves to be treated fairly. ✗ Respect helps people feel safe and included. 	<ul style="list-style-type: none"> ✗ Demonstrate respectful communication. ✗ Show kindness in everyday situations. 	<ul style="list-style-type: none"> ✓ Formative: Respect scenario cards, role play activities, class discussions, teacher observations,

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		<ul style="list-style-type: none"> ✗ Kindness can have a positive impact on others. ✗ Words and actions affect other people's feelings. ✗ Fair does not always mean everyone gets exactly the same thing. ✗ People have different needs and experiences. 	<ul style="list-style-type: none"> ✗ Consider how words affect others. ✗ Respond appropriately when someone is treated unfairly. ✗ Recognise respectful and disrespectful behaviour. ✗ Show empathy towards others. 	<p>marking and feedback, retrieval quizzes, mini whiteboards, questioning</p> <p>📌 Check point: Scenario sorting activities: is this respectful? Is this kind? Is this fair? Pupils to justify their answers</p> <p>✗ Summative (end of unit): Pupils create a kindness, fairness and respect guide.</p> <p>Teacher assessment against Nexus Steps guidelines</p>
Spring 1	Personal hygiene and preventing illness	<ul style="list-style-type: none"> ✓ Personal hygiene helps prevent illness. 	<ul style="list-style-type: none"> ✓ Follow basic hygiene routines independently. ✓ Wash hands effectively. 	<ul style="list-style-type: none"> ✓ Formative: Handwashing practice, food and drink sorting activities, dental health quizzes,

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		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Germs can spread between people and surfaces. ✓ Handwashing reduces the spread of germs. ✓ Dental hygiene is important for healthy teeth and gums. ✓ Clean clothes and clean bodies help support health and wellbeing. ✓ Poor hygiene can affect health and confidence. 	<ul style="list-style-type: none"> ✓ Brush teeth correctly. ✓ Identify signs of poor hygiene. ✓ Explain how germs spread. ✓ Make choices that support dental health. 	<p>observation of practical activities, discussions, teacher marking and feedback</p> <p>Check point: Scenario Activity: "What advice would you give?"</p> <p>Examples:</p> <ul style="list-style-type: none"> • Someone forgets to wash their hands. • Someone never brushes their teeth. • Someone wears dirty clothes every day. <p>Summative (end of unit):</p>

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				<p>Personal Hygiene Guide Pupils create a step-by-step guide explaining how to maintain good hygiene.</p> <p>Teacher assessment against Nexus Steps guidelines</p>
Spring 2	Managing emotions and making healthy choices	<ul style="list-style-type: none"> ✓ Emotions can change throughout the day. ✓ All emotions are normal, including uncomfortable feelings. ✓ It is important to express feelings safely. ✓ Self-regulation strategies can help us manage emotions. 	<ul style="list-style-type: none"> ✓ Identify comfortable and uncomfortable emotions. ✓ Use strategies to manage emotions. ✓ Express feelings appropriately. ✓ Make healthy food choices. ✓ Identify ways to stay physically active. 	<ul style="list-style-type: none"> ✓ Formative: Scenario discussions, questioning, teacher marking and feedback, emotion scales, zones of regulation, food group sorting activities 📌 Check point: Scenario Task: "What could you do if..."

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		<ul style="list-style-type: none"> ✓ A balanced diet supports physical and mental health. ✓ Exercise benefits our bodies and wellbeing. 	<ul style="list-style-type: none"> ✓ Recognise how choices affect wellbeing. 	<p>Examples:</p> <ul style="list-style-type: none"> • You feel angry. • You feel worried. • You feel disappointed. <p> Summative (end of unit): Healthy Choices Guide Pupils create a guide explaining:</p> <ul style="list-style-type: none"> • Healthy food choices • Physical activity • Managing emotions <p>Teacher assessment against Nexus Steps guidelines</p>

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Summer 1		<ul style="list-style-type: none"> ✓ Communities can be local, national and global. ✓ Local communities provide services and support. ✓ Community workers have important roles. ✓ Different people contribute to communities in different ways. ✓ Communities contain a variety of places and organisations. ✓ People can access support within their local community. 	<ul style="list-style-type: none"> ✓ Identify key places within the local community. ✓ Describe the roles of community workers. ✓ Access community facilities safely with support. ✓ Recognise who can help in different situations. ✓ Identify local services. ✓ Understand how communities meet people's needs. 	<ul style="list-style-type: none"> ✓ Formative: Community mapping, questioning, discussions, local area investigations, community worker matching tasks 📌 Check point: Community Worker Challenge Match: <ul style="list-style-type: none"> • Role • Workplace • How they help 📁 Summative (end of unit): Community Worker Fact File

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				<p>Pupils create a fact file about a chosen community worker and their contribution.</p> <p>Teacher assessment against Nexus Steps guidelines.</p>
Summer 2	Looking after others and the environment	<ul style="list-style-type: none"> ✓ Looking after others helps build strong communities. ✓ Communities work best when people help one another. ✓ Everyone can contribute positively to their local environment. ✓ Sustainability means looking after resources for the future. ✓ Small actions can make a big difference. 	<ul style="list-style-type: none"> ✓ Demonstrate responsibility towards others. ✓ Identify ways to help family, friends and the community. ✓ Recognise sustainable behaviours. ✓ Make environmentally responsible choices. ✓ Explain how actions affect the local environment. 	<ul style="list-style-type: none"> ✓ Formative: ⌚ Check point: ✂ Summative (end of unit): ✓ Formative: <p>Community care discussions, environmental audits, sorting sustainable and unsustainable behaviours, group projects, reflection activities, questioning, teacher marking and feedback</p> <p>⌚ Check point: Community Challenge:</p>


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		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Communities share responsibility for caring for places and people. 	<ul style="list-style-type: none"> ✓ Participate positively within communities. 	<p>"What could we do to improve our school or local area?"</p> <p>✎ Summative (end of unit): Community and Environment Action Plan</p> <p>Pupils create a plan showing how they can help others and care for the environment.</p> <p>Teacher assessment against Nexus Steps guidelines.</p>

Primary Cycle 3 (Yr 6)				
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		Learn that ...	Learn how to ...	
Autumn 1	Respect, boundaries and positive relationships	<ul style="list-style-type: none"> ✓ Respect is an important part of all relationships. ✓ Everyone has personal boundaries. ✓ Consent means asking permission and respecting the answer. ✓ People have the right to feel safe. ✓ Bullying can affect wellbeing and relationships. ✓ Support is available when relationships become difficult. 	<ul style="list-style-type: none"> ✓ Respect personal boundaries. ✓ Communicate respectfully. ✓ Recognise respectful and disrespectful behaviours. ✓ Respond appropriately to conflict. ✓ Seek help when needed. ✓ Support others respectfully. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think, pair, share, scenario cards, questioning, teacher observations, marking and feedback, mini whiteboards 📌 Check point: Scenario Task: "What would you do if..." 📁 Summative (end of unit): Respect and relationships portfolio Teacher assessment against Nexus Steps guidelines

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Autumn 2	Inclusion, equality and standing up for others	<ul style="list-style-type: none"> ✓ Everyone has the right to feel safe and included. ✓ Excluding others can affect their wellbeing. ✓ Stereotypes can be unfair and inaccurate. ✓ Discrimination means treating someone unfairly because of who they are. ✓ People can help create inclusive communities. ✓ Trusted adults can help if someone is being treated unfairly. 	<ul style="list-style-type: none"> ✓ Identify inclusive behaviours. ✓ Challenge stereotypes appropriately. ✓ Recognise unfair treatment. ✓ Support others respectfully. ✓ Seek help when needed. ✓ Contribute to an inclusive environment. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, inclusion scenarios, group discussion, sorting stereotype/non-stereotype statements, reflection journals, questioning, teacher feedback and marking, mini whiteboards 🕒 Check point: Pupils to respond to scenarios: what would you do if someone was being left out or treated unfairly? 📝 Summative (end of unit): Inclusion action plan: pupils to create a plan showing how they can help everyone feel included within school.



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				Teacher assessment against Nexus Steps guidelines.
Spring 1	Independence, privacy and personal responsibility	<ul style="list-style-type: none"> Personal hygiene becomes increasingly important as we grow older. Everyone has a right to privacy and personal space. People have different hygiene needs and routines. Independence means taking responsibility for personal care. Looking after ourselves supports our wellbeing and confidence. 	<ul style="list-style-type: none"> Manage personal hygiene routines independently. Respect personal space and privacy. Recognise when support may be needed. Develop routines that support wellbeing. Take increasing responsibility for personal care. Make informed choices about health and hygiene. 	<p>✓ Formative: Scenario discussions, personal routine planners, independence checklists, group discussions, reflection journals, teacher marking and feedback, questioning</p> <p>⚠ Check point: Pupils complete: "My Personal Care Routine"</p> <p>Including:</p> <ul style="list-style-type: none"> Morning routine Evening routine Hygiene responsibilities

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		<ul style="list-style-type: none"> Support is available if we need help managing personal hygiene. 		<p>✗ Summative (end of unit): Independent Me Portfolio</p> <p>Pupils demonstrate:</p> <ul style="list-style-type: none"> Understanding of personal hygiene Healthy lifestyle choices Privacy and boundaries Independence skills <p>Teacher assessment against Nexus Steps guidelines</p>
Spring 2	Building resilience and taking responsibility for health	<ul style="list-style-type: none"> ✓ Mental health is just as important as physical health. ✓ Negative behaviours can affect ourselves and others. ✓ Healthy coping strategies support wellbeing. 	<ul style="list-style-type: none"> ✓ Recognise when support is needed. ✓ Use resilience and coping strategies. ✓ Reflect on personal wellbeing habits. 	<ul style="list-style-type: none"> ✓ Formative: Reflection journals, behaviour scenario discussions, wellbeing check-ins, questioning and retrieval tasks, teacher marking and feedback, healthy choice debates 📌 Check point:

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		<ul style="list-style-type: none"> ✓ Diet, sleep, exercise and screen time can affect health. ✓ Physical activity strengthens muscles, bones and the heart. <p>Taking responsibility for our health helps us stay well.</p>	<ul style="list-style-type: none"> ✓ Make informed choices about health. ✓ Identify the impact of unhealthy choices. <p>Take increasing responsibility for wellbeing.</p>	<p>Pupils complete: "My Wellbeing Review"</p> <p>Including:</p> <ul style="list-style-type: none"> • What supports my mental health • What supports my physical health • What I could improve <p> Summative (end of unit): My Personal Wellbeing Plan</p> <p>Pupils create a personalised plan including:</p> <ul style="list-style-type: none"> • Emotional wellbeing strategies • Healthy habits • Physical activity goals

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				<ul style="list-style-type: none"> Sources of support <p>Teacher assessment against Nexus Steps guidelines</p>
Summer 1	Staying safe and contributing to communities	<ul style="list-style-type: none"> ✓ People can help make communities safe and welcoming. ✓ Most strangers are safe, but some situations require caution. ✓ Trusted adults can help if we feel unsafe. ✓ Communities work best when people show respect and responsibility. 	<ul style="list-style-type: none"> ✓ Recognise safe and unsafe situations. ✓ Identify trusted adults who can help. ✓ Apply strategies for staying safe in the community. ✓ Demonstrate responsible behaviour. ✓ Contribute positively to community life. <p>Seek support when needed.</p>	<ul style="list-style-type: none"> ✓ Formative: Stranger safety scenarios, community safety discussions, rights and responsibilities sorting tasks, reflection journals, questioning, teacher marking and feedback <p>📌 Check point: Scenario Task</p> <p>"What would you do if..."</p> <p>Examples:</p>

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		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Volunteering and helping others benefit communities. Everyone has rights and responsibilities within a community. 		<ul style="list-style-type: none"> • You become separated from your group. • A stranger offers help. • You feel unsafe in a public place. <p>✎ Summative (end of unit): Pupils create a project demonstrating:</p> <ul style="list-style-type: none"> • Community safety • Community responsibility • Ways to help others <p>Teacher assessment against Nexus Steps guidelines</p>
Summer 2	Rules, laws and citizenship	<ul style="list-style-type: none"> ✓ Rules and laws help keep people safe. 	<ul style="list-style-type: none"> ✓ Distinguish between rules and laws. 	<ul style="list-style-type: none"> ✓ Formative:

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		<ul style="list-style-type: none"> ✓ Different rules apply in different places. ✓ Breaking rules and laws can have consequences. ✓ People have rights and responsibilities within society. ✓ Democracy helps people have a voice. Citizens can make positive contributions to communities. 	<ul style="list-style-type: none"> ✓ Explain why laws exist. ✓ Recognise consequences of actions. ✓ Participate in decision-making. ✓ Demonstrate responsible citizenship. Identify people who help keep communities safe. 	<p>Rule and law sorting activities, community safety scenarios, class voting activities, discussion tasks, retrieval quizzes, teacher marking and feedback</p> <p> Check point: Scenario Activity: "What might happen if..."</p> <ul style="list-style-type: none"> • Nobody followed school rules? • There were no road safety laws? • People littered everywhere? <p> Summative (end of unit): Good Citizen Project</p> <p>Pupils demonstrate:</p>




Long Term Curriculum Map

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		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Understanding of rules and laws • Community safety • Rights and responsibilities • Positive citizenship <p>Teacher assessment against Nexus Steps guidelines.</p>

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Respect, boundaries and positive relationships	<ul style="list-style-type: none"> ✓ Friendships play an important role in wellbeing and belonging. ✓ Healthy friendships are based on trust, respect, honesty and communication. ✓ Conflict is a normal part of relationships. ✓ Personal boundaries help us feel safe and respected. ✓ Loneliness can affect anyone at different times. ✓ Online friendships carry both opportunities and risks. 	<ul style="list-style-type: none"> ✓ Identify healthy friendship qualities. ✓ Recognise different types of conflict. ✓ Apply strategies to repair friendships. ✓ Establish and communicate personal boundaries. ✓ Manage feelings of loneliness. ✓ Stay safe when interacting online. 	<p>✓ Formative: Friendship scenarios, conflict resolution discussions, online safety case studies, think-Pair-Share activities, retrieval quizzes</p> <p>🕒 Check point: Scenario Task: "What would you do if..."</p> <ul style="list-style-type: none"> • A friend shared private information. • You felt left out of a friendship group. • Someone online asked for personal information. <p>📝 Summative (end of unit):</p>

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		Learn that ...	Learn how to ...	
				Pupils create a guide covering: <ul style="list-style-type: none"> • Friendship skills • Conflict resolution • Boundaries • Online safety Teacher assessment against Nexus Steps guidelines.
Autumn 2	Inclusion, equality and standing up for others	<ul style="list-style-type: none"> ✓ Everyone has the right to feel safe and included. ✓ Excluding others can affect their wellbeing. ✓ Stereotypes can be unfair and inaccurate. 	<ul style="list-style-type: none"> ✓ Identify inclusive behaviours. ✓ Challenge stereotypes appropriately. ✓ Recognise unfair treatment. ✓ Support others respectfully. ✓ Seek help when needed. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, inclusion scenarios, group discussion, sorting stereotype/non-stereotype statements, reflection journals, questioning, teacher feedback and marking, mini whiteboards 📌 Check point:

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Discrimination means treating someone unfairly because of who they are. ✓ People can help create inclusive communities. ✓ Trusted adults can help if someone is being treated unfairly. 	<ul style="list-style-type: none"> ✓ Contribute to an inclusive environment. 	<p>Pupils to respond to scenarios: what would you do if someone was being left out or treated unfairly?</p> <p>✎ Summative (end of unit): Inclusion action plan: pupils to create a plan showing how they can help everyone feel included within school.</p> <p>Teacher assessment against Nexus Steps guidelines.</p>
Spring 1	Independence, privacy and personal responsibility	<ul style="list-style-type: none"> ✓ Personal hygiene becomes increasingly important as we grow older. ✓ Everyone has a right to privacy and personal space. ✓ People have different hygiene needs and routines. 	<ul style="list-style-type: none"> ✓ Manage personal hygiene routines independently. ✓ Respect personal space and privacy. ✓ Recognise when support may be needed. 	<ul style="list-style-type: none"> ✓ Formative: Scenario discussions, personal routine planners, independence checklists, group discussions, reflection journals, teacher marking and feedback, questioning 📌 Check point:

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Independence means taking responsibility for personal care. ✓ Looking after ourselves supports our wellbeing and confidence. ✓ Support is available if we need help managing personal hygiene. 	<ul style="list-style-type: none"> ✓ Develop routines that support wellbeing. ✓ Take increasing responsibility for personal care. ✓ Make informed choices about health and hygiene. 	<p>Pupils complete: "My Personal Care Routine"</p> <p>Including:</p> <ul style="list-style-type: none"> • Morning routine • Evening routine • Hygiene responsibilities <p> Summative (end of unit): Healthy and Independent Me Portfolio</p> <p>Pupils demonstrate:</p> <ul style="list-style-type: none"> • Understanding of personal hygiene • Healthy lifestyle choices • Privacy and boundaries • Independence skills

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				Teacher assessment against Nexus Steps guidelines
Spring 2	Building resilience and taking responsibility for health	<ul style="list-style-type: none"> ✓ Mental health is just as important as physical health. ✓ Negative behaviours can affect ourselves and others. ✓ Healthy coping strategies support wellbeing. ✓ Diet, sleep, exercise and screen time can affect health. ✓ Physical activity strengthens muscles, bones and the heart. ✓ Taking responsibility for our health helps us stay well. 	<ul style="list-style-type: none"> ✓ Recognise when support is needed. ✓ Use resilience and coping strategies. ✓ Reflect on personal wellbeing habits. ✓ Make informed choices about health. ✓ Identify the impact of unhealthy choices. ✓ Take increasing responsibility for wellbeing. 	<ul style="list-style-type: none"> ✓ Formative: Reflection journals, behaviour scenario discussions, wellbeing check-ins, questioning and retrieval tasks, teacher marking and feedback, healthy choice debates 📌 Check point: Pupils complete: "My Wellbeing Review" Including: <ul style="list-style-type: none"> • What supports my mental health • What supports my physical health

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • What I could improve <p>✎ Summative (end of unit): My Personal Wellbeing Plan</p> <p>Pupils create a personalised plan including:</p> <ul style="list-style-type: none"> • Emotional wellbeing strategies • Healthy habits • Physical activity goals • Sources of support <p>Teacher assessment against Nexus Steps guidelines</p>

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Summer 1	Staying safe and contributing to communities	<ul style="list-style-type: none"> ✓ People can help make communities safe and welcoming. ✓ Most strangers are safe, but some situations require caution. ✓ Trusted adults can help if we feel unsafe. ✓ Communities work best when people show respect and responsibility. ✓ Volunteering and helping others benefit communities. ✓ Everyone has rights and responsibilities within a community. 	<ul style="list-style-type: none"> ✓ Recognise safe and unsafe situations. ✓ Identify trusted adults who can help. ✓ Apply strategies for staying safe in the community. ✓ Demonstrate responsible behaviour. ✓ Contribute positively to community life. ✓ Seek support when needed. 	<ul style="list-style-type: none"> ✓ Formative: Stranger safety scenarios, community safety discussions, rights and responsibilities sorting tasks, reflection journals, questioning, teacher marking and feedback ✎ Check point: Scenario Task "What would you do if..." Examples: <ul style="list-style-type: none"> • You become separated from your group. • A stranger offers help. • You feel unsafe in a public place.

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<p>✎ Summative (end of unit): Being a Good Community Member Project</p> <p>Pupils create a project demonstrating:</p> <ul style="list-style-type: none"> • Community safety • Community responsibility • Ways to help others <p>Teacher assessment against Nexus Steps guidelines</p>
Summer 2	Rules, laws and citizenship	<ul style="list-style-type: none"> ✓ Rules and laws help keep people safe. ✓ Different rules apply in different places. ✓ Breaking rules and laws can have consequences. 	<ul style="list-style-type: none"> ✓ Distinguish between rules and laws. ✓ Explain why laws exist. ✓ Recognise consequences of actions. ✓ Participate in decision-making. 	<ul style="list-style-type: none"> ✓ Formative: Rule and law sorting activities, community safety scenarios, class voting activities, discussion tasks, retrieval quizzes, teacher marking and feedback ✎ Check point: Scenario Activity:

Year 7				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ People have rights and responsibilities within society. ✓ Democracy helps people have a voice. ✓ Citizens can make positive contributions to communities. 	<ul style="list-style-type: none"> ✓ Demonstrate responsible citizenship. ✓ Identify people who help keep communities safe. 	<p>"What might happen if..."</p> <ul style="list-style-type: none"> • Nobody followed school rules? • There were no road safety laws? • People littered everywhere? <p>✎ Summative (end of unit): Good Citizen Project</p> <p>Pupils demonstrate:</p> <ul style="list-style-type: none"> • Understanding of rules and laws • Community safety • Rights and responsibilities • Positive citizenship <p>Teacher assessment against Nexus Steps guidelines.</p>

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Relationships and managing change	<ul style="list-style-type: none"> ✓ Relationships can have a positive or negative impact on wellbeing. ✓ Trust is an important part of healthy relationships and can take time to build. ✓ Friendships and relationships naturally change throughout life. ✓ Loss and change can affect people in different ways. Peer influence can be both positive and negative. 	<ul style="list-style-type: none"> ✓ Recognise the qualities of healthy and unhealthy relationships. ✓ Build and maintain trust within relationships. ✓ Manage changes in friendships and relationships positively. ✓ Respond appropriately to peer pressure and influence. ✓ Develop strategies for coping with loss and change. Access support when needed. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Scenario activity For each scenario pupils identify: <ul style="list-style-type: none"> • What is happening? • Is the relationship healthy? • What advice would you give? • Who could help?

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Support is available when relationships become difficult or challenging. 		<ul style="list-style-type: none"> ✎ Summative (end of unit): Pupils create a portfolio demonstrating their understanding of: <ul style="list-style-type: none"> • Healthy relationship qualities • Trust and respect • Managing friendship changes • Coping with loss and change • Responding to peer pressure • Sources of support <p>Teacher assessment against Nexus Steps guidelines.</p>
Autumn 2	Relationships, equality, diversity and respect	<ul style="list-style-type: none"> ✓ Respect is an essential part of healthy relationships. ✓ Conflict can occur in all relationships and can be resolved positively. 	<ul style="list-style-type: none"> ✓ Identify the features of respectful relationships. ✓ Resolve conflict positively and safely. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, relationship continuum activities, reflection journals, questioning, teacher marking and feedback

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Online communication can sometimes lead to misunderstandings and conflict. ✓ Equality means people should be treated fairly and have equal opportunities. ✓ Diversity is a strength and reflects the differences that make people unique. ✓ Bullying and prejudice can have a significant impact on individuals and communities. 	<ul style="list-style-type: none"> ✓ Recognise equality and inequality in different situations. ✓ Challenge stereotypes and prejudice appropriately. ✓ Recognise different forms of bullying, including online bullying. ✓ Access support when relationships become difficult or unsafe. 	<p>📌 Check point: Diversity and respect scenario task. For each scenario pupils identify:</p> <ul style="list-style-type: none"> • What is happening? • Is everyone being treated fairly? • What could be done differently? • Who could provide support? <p>📄 Summative (end of unit):</p> <p>Pupils produce a portfolio demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Respectful relationships • Conflict resolution • Equality • Diversity • Challenging prejudice

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Bullying and support networks Possible formats: <ul style="list-style-type: none"> • Poster • Presentation • Information leaflet • Scenario response booklet
Spring 1	Physical Health, Mental Health, Puberty and Health Services	<ul style="list-style-type: none"> ✓ Stress is a normal response to challenges and pressures. ✓ Stress can affect both physical and mental health. ✓ There are a range of health services available to support physical and emotional wellbeing. ✓ Puberty is a natural stage of development that affects everyone differently. 	<ul style="list-style-type: none"> ✓ Recognise the signs and causes of stress. ✓ Use strategies to manage stress and support wellbeing. ✓ Access appropriate health services when needed. ✓ Understand and manage the physical and emotional changes associated with puberty. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, relationship continuum activities, reflection journals, questioning, teacher marking and feedback 📌 Check point: Health and wellbeing scenario task: A young person has a health concern but is unsure who they should speak to. For each scenario pupils identify:

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Good personal hygiene supports health, wellbeing and self-confidence. ✓ The reproductive system develops during puberty and plays an important role in human reproduction. 	<ul style="list-style-type: none"> ✓ Maintain good personal hygiene routines. ✓ Develop accurate knowledge of the reproductive system and menstrual cycle. 	<ul style="list-style-type: none"> • What is happening? • What support may be needed? • Which coping strategies could help? • Which health services or trusted adults could provide support? <p>✍ Summative (end of unit): Pupils produce a portfolio demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Stress and wellbeing • Healthy coping strategies • Health services • Puberty • Personal hygiene • Reproductive health <p>Possible formats:</p> <ul style="list-style-type: none"> • Information booklet • Poster

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Presentation • Health guide for younger pupils <p>Teacher assessment against Nexus Steps guidelines.</p>
Spring 2	Physical and mental wellbeing	<ul style="list-style-type: none"> ✓ A balanced lifestyle supports both physical and mental wellbeing. ✓ Physical activity benefits the body, brain and emotional health. ✓ Excessive screen time can impact sleep, wellbeing and relationships. ✓ Mental health is just as important as physical health. ✓ Lifestyle choices can positively or negatively affect wellbeing. 	<ul style="list-style-type: none"> ✓ Recognise the components of a balanced lifestyle. ✓ Make informed choices about physical activity and screen time. ✓ Use strategies to support positive mental wellbeing. ✓ Access support for mental health concerns. ✓ Evaluate how lifestyle choices affect health and wellbeing. ✓ Critically assess messages presented by the media. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, relationship continuum activities, reflection journals, questioning, teacher marking and feedback ✓ Check point: Create a mind map around: "Looking After My Wellbeing" <p>Include:</p> <ul style="list-style-type: none"> • Physical health • Mental health

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ The media can influence attitudes, behaviours, body image and lifestyle choices. 		<ul style="list-style-type: none"> • Exercise • Sleep • Screen time • Support networks • Healthy habits <p>✓ Summative (end of unit): Pupils produce a portfolio demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Balanced lifestyles • Physical activity • Digital wellbeing • Mental health support • Lifestyle choices • Media influence <p>Possible formats:</p> <ul style="list-style-type: none"> • Information booklet • Poster

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Presentation • Healthy Living Guide for Younger Pupils <p>Teacher assessment against Nexus Steps guidelines.</p>
Summer 1	Living in the wider world	<ul style="list-style-type: none"> ✓ Communities are made up of diverse groups of people who contribute in different ways. ✓ Positive contributions help communities remain safe, inclusive and supportive. ✓ Everyone has rights and responsibilities within their communities. ✓ Respect, inclusion and cooperation help communities thrive. 	<ul style="list-style-type: none"> ✓ Recognise how individuals contribute positively to communities. ✓ Build respectful and inclusive relationships within different communities. ✓ Understand the responsibilities people have within communities. ✓ Identify ways to contribute positively to school and local communities. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, relationship continuum activities, reflection journals, questioning, teacher marking and feedback ✓ Check point: Pupils create a community contribution mind map. ✓ Summative (end of unit):


Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Individuals can play an active role in improving their local communities. ✓ Public services and transport links help people access opportunities and participate in community life. 	<ul style="list-style-type: none"> ✓ Use local transport networks safely and responsibly. ✓ Plan and evaluate journeys within the local community. 	<p>Community Action Project</p> <p>Pupils design a project or presentation demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Community contributions • Inclusive communities • Rights and responsibilities • Their role within the community • Local transport • Journey planning <p>Possible formats:</p> <ul style="list-style-type: none"> • Poster campaign • Presentation • Community guide • Community improvement proposal • Local area information booklet

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				Teacher assessment against Nexus Steps guidelines.
Summer 2	Moving on	<ul style="list-style-type: none"> ✓ Change is a normal and unavoidable part of life. ✓ People experience different emotions when facing change and transition. ✓ Change can bring both opportunities and challenges. ✓ Support from others can help people manage periods of change. ✓ Everyone has personal strengths that can help them overcome challenges and achieve success. ✓ Setting goals can help people prepare for the future and achieve positive outcomes. 	<ul style="list-style-type: none"> ✓ Recognise different types of change and transition. ✓ Manage emotions associated with change. ✓ Access support during times of change. ✓ Develop resilience and coping strategies. ✓ Identify and celebrate personal strengths and achievements. ✓ Set realistic goals and create action plans for achieving them. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, relationship continuum activities, reflection journals, questioning, teacher marking and feedback ✓ Check point: Pupils complete a reflection activity: Part 1: My Changes Identify: <ul style="list-style-type: none"> • Three changes you have experienced in the last few years. • One challenge you overcame. • One person who supported you.


Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<p>Part 2: My Strengths</p> <p>Create a strengths profile including:</p> <ul style="list-style-type: none"> • Personal qualities • Skills • Achievements • Areas of growth <p>Part 3: Looking Ahead</p> <p>Identify:</p> <ul style="list-style-type: none"> • One goal for next year. • Three steps needed to achieve it. <p>✓ Summative (end of unit):</p> <p>Moving On Portfolio</p> <p>Pupils create a portfolio demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Types of change

Year 8				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Managing emotions during change • Sources of support • Resilience and coping strategies • Personal strengths • Goal setting and future planning Possible formats: <ul style="list-style-type: none"> • Personal development booklet • Presentation • Moving On guide • Transition action plan • Achievement portfolio Teacher assessment against Nexus Steps guidelines.


Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Healthy relationships, consent, relationship expectations and managing influences	<ul style="list-style-type: none"> ✓ Relationships can take many forms and can have different levels of commitment and responsibility. ✓ Healthy relationships are built on trust, respect, communication and consent. ✓ Consent is an essential part of all relationships. ✓ People may experience pressure and influence within relationships. 	<ul style="list-style-type: none"> • Recognise the features of healthy and unhealthy relationships. • Communicate effectively within relationships. • Understand and apply the principles of consent. • Recognise and respond to relationship pressure. • Identify warning signs of unhealthy relationship behaviours. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Healthy Relationship Criteria Task Pupils work individually or in pairs to create a: "Guide to Healthy Relationships"

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Unhealthy relationship behaviours can negatively affect wellbeing. ✓ Support is available if a relationship becomes unhealthy, unsafe or difficult. 	<ul style="list-style-type: none"> • Access support and advice when needed. 	<p>They must identify:</p> <ul style="list-style-type: none"> • Five qualities of a healthy relationship • Examples of respectful communication • The meaning of consent • Signs of unhealthy behaviour • Sources of support <p>Pupils justify why each feature is important.</p> <p> Summative (end of unit):</p> <p>Healthy Relationships Portfolio</p> <p>Pupils produce a portfolio demonstrating their understanding of:</p> <ul style="list-style-type: none"> • Healthy relationships • Trust and communication • Consent • Relationship pressure

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Unhealthy relationship behaviours • Seeking support Possible formats: <ul style="list-style-type: none"> • Information booklet • Presentation • Awareness campaign • Advice guide for younger pupils • Digital resource
Autumn 2	Equality, Diversity, Inclusion and Challenging Discrimination	<ul style="list-style-type: none"> ✓ Society is diverse and made up of people with different identities, experiences and backgrounds. ✓ Equality means people should be treated fairly and have equal opportunities. ✓ Discrimination, prejudice and stereotyping can negatively 	<ul style="list-style-type: none"> ✓ Recognise and value diversity within communities and society. ✓ Challenge stereotypes and prejudiced attitudes respectfully. ✓ Recognise discrimination and understand its impact. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Pupils create a concept map showing links between:

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<p>affect individuals and communities.</p> <ul style="list-style-type: none"> ✓ The law protects people from discrimination in certain circumstances. ✓ Respectful language and behaviour help create inclusive communities. ✓ Individuals can challenge discrimination and promote inclusion safely and appropriately. 	<ul style="list-style-type: none"> ✓ Promote equality and inclusion in everyday situations. ✓ Use respectful and inclusive language. ✓ Seek support and report discrimination when appropriate. 	<ul style="list-style-type: none"> • Diversity • Equality • Inclusion • Stereotypes • Prejudice • Discrimination • Respect • Community <p>Pupils then explain:</p> <ul style="list-style-type: none"> • How these concepts are connected. • Why diversity benefits society. • What individuals can do to promote inclusion. <p> Summative (end of unit): Pupils create a charter titled: "How We Create an Inclusive School" Including:</p>

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Rights • Responsibilities • Respectful behaviours • Challenging discrimination
Spring 1	Personal health, self-care, independence and accessing support	<ul style="list-style-type: none"> ✓ Personal hygiene is important for physical health, emotional wellbeing and social confidence. ✓ As young people become more independent, they take increasing responsibility for their own health and self-care. ✓ Good hygiene routines help prevent illness and infection. ✓ Personal health needs can change throughout adolescence. 	<ul style="list-style-type: none"> ✓ Maintain effective personal hygiene routines independently. ✓ Make informed decisions about personal health and self-care. ✓ Recognise the links between hygiene, wellbeing and confidence. ✓ Access healthcare services appropriately. ✓ Manage increasing responsibilities for personal health. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Independence Audit Pupils complete an audit titled: "Looking After Myself" Sections include: <ul style="list-style-type: none"> • Personal hygiene

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Healthcare services can support physical, emotional and sexual health. ✓ Developing independence helps prepare young people for adulthood. 	<ul style="list-style-type: none"> ✓ Develop independence skills that support everyday life. 	<ul style="list-style-type: none"> • Healthy routines • Managing appointments • Seeking support • Healthy choices <p>Pupils identify:</p> <ul style="list-style-type: none"> • Skills they already have. • Skills they are developing. • Areas they would like to improve. <p> Summative (end of unit):</p> <p>Preparing for Adulthood Booklet</p> <p>Include:</p> <ul style="list-style-type: none"> • Looking after physical health • Looking after emotional wellbeing • Personal responsibility • Accessing services • Independent living skills

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Spring 2	Physical health, mental wellbeing, lifestyle choices and media influence	<ul style="list-style-type: none"> ✓ Physical health and mental health are closely connected. ✓ Lifestyle choices can positively or negatively affect wellbeing. ✓ Physical activity, sleep, nutrition and self-care all contribute to good health. ✓ Mental health can fluctuate and everyone experiences periods of positive and poor wellbeing. ✓ The media can influence attitudes, behaviours, body image and self-esteem. 	<ul style="list-style-type: none"> • Recognise factors that support positive physical and mental wellbeing. • Make informed choices about health and lifestyle. • Evaluate the impact of media messages on self-image and wellbeing. • Develop strategies for maintaining good mental health. • Recognise signs that support may be needed. • Access appropriate support for physical and mental health concerns. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Wellbeing Wheel Assessment Pupils complete a "Wellbeing Wheel" rating: <ul style="list-style-type: none"> • Sleep • Physical activity • Healthy eating • Relationships • Screen time • Mental wellbeing

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Support is available when physical or mental health concerns arise. 		<ul style="list-style-type: none"> • Hobbies/interests • Support networks Pupils then: <ul style="list-style-type: none"> • Identify strengths. • Identify one area for improvement. • Suggest practical actions to improve wellbeing. ✎ Summative (end of unit): Personal Wellbeing Action Plan Create a personalised action plan covering: <ul style="list-style-type: none"> • Physical health • Mental wellbeing • Healthy habits • Support networks • Future wellbeing goals


Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Summer 1	Community and citizenship	<ul style="list-style-type: none"> ✓ Communities are made up of diverse groups of people who contribute in different ways. ✓ Individuals have rights and responsibilities within their communities. ✓ Active citizenship can positively influence communities and society. ✓ Community cohesion relies on respect, inclusion and participation. ✓ Local and national organisations support communities in different ways. ✓ Young people can make meaningful contributions to their communities. 	<ul style="list-style-type: none"> • Recognise the benefits of active participation within communities. • Understand the responsibilities associated with citizenship. • Evaluate how individuals and organisations contribute to society. • Promote inclusion and community cohesion. • Access and utilise community resources and services. • Plan actions that positively contribute to the community. 	<p>✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback</p> <p>📌 Check point: Community Mapping Task</p> <p>Pupils create a map or diagram showing:</p> <ul style="list-style-type: none"> • Community groups • Public services • Local facilities • Charities and support services • Places that contribute positively to the community <p>Pupils then explain:</p> <ul style="list-style-type: none"> • How these services help people. • Which services they may use.

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Why communities need different organisations. <p>✎ Summative (end of unit):</p> <p>Community Improvement Project</p> <p>Design a proposal to improve an aspect of the school or local community. Include:</p> <ul style="list-style-type: none"> • The issue • Why it matters • Proposed solution • Expected benefits
Summer 2	Aspirations and the wider world	✓ Change and transition are a normal part of life and can bring both opportunities and challenges.	✓ Recognise and manage feelings associated with transition and change.	✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback



Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ People experience a range of emotions when facing change. ✓ Aspirations, goals and ambitions can help shape future opportunities. ✓ Education, skills, qualifications and experiences can influence future pathways. ✓ Everyone has strengths, talents and qualities that can support future success. ✓ Support is available to help young people manage transition and make informed decisions about their future. 	<ul style="list-style-type: none"> ✓ Reflect on personal strengths, achievements and areas for development. ✓ Set realistic aspirations and goals for the future. ✓ Understand how education and skills can support future opportunities. ✓ Identify strategies for managing increased responsibility and independence. ✓ Access support when preparing for future transitions. 	<p>📌 Check point:</p> <p>My Future Me Profile Pupils create a profile that includes:</p> <p>About Me</p> <ul style="list-style-type: none"> • My strengths • My achievements • Skills I am proud of <p>Looking Ahead</p> <ul style="list-style-type: none"> • What I am excited about in Year 10 • What I may find challenging • How I can prepare <p>My Future</p> <ul style="list-style-type: none"> • Careers or interests • Aspirations and goals

Year 9				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Support I may need ✍ Summative (end of unit): <p>Vision Board</p> <p>Pupils create a visual representation of:</p> <ul style="list-style-type: none"> • Future goals • Careers of interest • Personal achievements • Aspirations • Positive habits for success

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Relationships, equality, respect and consent	<ul style="list-style-type: none"> ✓ Healthy relationships are based on trust, communication, respect, equality and consent. ✓ Relationships can take many forms and may change throughout life. ✓ Consent must be freely given, informed, enthusiastic and can be withdrawn at any time. ✓ Power imbalances can affect relationships and decision-making. ✓ Unhealthy and abusive relationship behaviours can 	<ul style="list-style-type: none"> ✓ Recognise the characteristics of healthy, unhealthy and abusive relationships. ✓ Communicate effectively and respectfully within relationships. ✓ Understand and apply the principles of consent. ✓ Manage pressures and influences within relationships. ✓ Recognise warning signs of unhealthy relationship behaviours. ✓ Access support and advice when needed. 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ↳ Check point: <ul style="list-style-type: none"> • How I can prepare <p>Pupils create a framework titled: "What Makes a Healthy Relationship?"</p> <p>Include:</p> <ul style="list-style-type: none"> • Trust • Respect • Communication • Boundaries • Consent

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> have significant impacts on wellbeing. ✓ Support and advice are available for relationship concerns and safeguarding issues. 		<ul style="list-style-type: none"> Equality <p>For each feature pupils explain:</p> <ul style="list-style-type: none"> Why it is important. What it looks like in practice. What might happen if it is missing. <p> Summative (end of unit):</p> <p>Healthy Relationships Guide</p> <p>Create a guide for younger pupils explaining:</p> <ul style="list-style-type: none"> Healthy relationships Consent Boundaries Respect Sources of support
Autumn 2	Equality, diversity,	<ul style="list-style-type: none"> ✓ Society is diverse and people have a range of identities, 	<ul style="list-style-type: none"> ✓ Value and respect diversity in modern society. 	<ul style="list-style-type: none"> ✓ Formative:

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
	respect, inclusion and challenging discrimination	<p>experiences, beliefs and backgrounds.</p> <ul style="list-style-type: none"> ✓ Equality, diversity and inclusion are important values that help create fair communities. ✓ Stereotypes, prejudice and discrimination can have harmful effects on individuals and society. ✓ The law protects people from discrimination and promotes equality. ✓ Respectful language and behaviour contribute to positive relationships and communities. ✓ Individuals can challenge discrimination and promote 	<ul style="list-style-type: none"> ✓ Challenge stereotypes and prejudice appropriately. ✓ Recognise discriminatory behaviour and understand its impact. ✓ Promote equality and inclusion through words and actions. ✓ Use respectful and inclusive language. ✓ Respond safely when witnessing discrimination or prejudice. 	<p>Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback</p> <p>Check point:</p> <p>Equality and Inclusion Audit</p> <p>Pupils complete an audit of a school, community group or fictional environment by considering:</p> <ul style="list-style-type: none"> • Is everyone included? • Are people treated fairly? • What barriers might exist? • How could inclusion be improved? <p>Pupils provide recommendations for creating a more respectful and inclusive environment.</p>


Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		inclusion safely and appropriately.		<p> Summative (end of unit):</p> <p>Community Improvement Proposal</p> <p>Identify ways to improve inclusion within:</p> <ul style="list-style-type: none"> • School • Community groups • Online communities <p>Provide practical recommendations.</p>
Spring 1	Self-Care, personal responsibility, independence and accessing health support	<ul style="list-style-type: none"> ✓ Physical health, mental wellbeing and personal hygiene are closely connected. ✓ Personal hygiene routines contribute to health, confidence and self-esteem. ✓ As young people become more independent, they take greater responsibility for 	<ul style="list-style-type: none"> ✓ Maintain effective personal hygiene and self-care routines independently. ✓ Recognise how wellbeing can be affected by lifestyle choices. ✓ Take responsibility for personal health and wellbeing. 	<ul style="list-style-type: none"> ✓ Formative: <p>Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback</p> <p> Check point:</p> <p>Wellbeing and Independence Review</p>

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<p>their own health and wellbeing.</p> <ul style="list-style-type: none"> ✓ Healthy routines can help support emotional wellbeing and resilience. ✓ Healthcare services can provide support for a range of physical and mental health concerns. ✓ Developing independence skills prepares young people for adulthood and future responsibilities. 	<ul style="list-style-type: none"> ✓ Develop strategies to maintain positive mental wellbeing. ✓ Access appropriate healthcare and support services. ✓ Build independence skills that support future success. 	<p>Pupils complete a review of their current skills under the following headings:</p> <p>Looking After My Health</p> <ul style="list-style-type: none"> • Personal hygiene • Sleep • Physical activity • Healthy eating <p>Looking After My Wellbeing</p> <ul style="list-style-type: none"> • Managing emotions • Coping strategies • Seeking support <p>Being Independent</p> <ul style="list-style-type: none"> • Organisation • Responsibility • Managing routines <p>Pupils identify:</p>

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> • Strengths • Areas for development • One realistic improvement goal <p>✍ Summative (end of unit):</p> <p>Self-Care Guide for Young People</p> <p>Create a guide covering:</p> <ul style="list-style-type: none"> • Hygiene • Physical health • Mental wellbeing • Independence • Seeking support
Spring 2	Wellbeing, lifestyle choices, risk factors and	<ul style="list-style-type: none"> • Physical health and mental wellbeing are closely connected and can influence one another. 	<ul style="list-style-type: none"> ✓ Recognise factors that support positive physical and mental health. ✓ Make informed choices about health and wellbeing. 	<ul style="list-style-type: none"> ✓ Formative: <p>Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback</p>

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
	managing influences	<ul style="list-style-type: none"> • Lifestyle choices can have both short-term and long-term effects on health. • Sleep, nutrition, physical activity and healthy routines support overall wellbeing. • Mental health exists on a spectrum and can change over time. • Stress, pressure and life events can affect mental wellbeing. • Media, advertising and social media can influence attitudes, behaviours, body image and lifestyle choices. 	<ul style="list-style-type: none"> ✓ Develop strategies to manage stress and maintain resilience. ✓ Evaluate the influence of media on health-related behaviours and attitudes. ✓ Recognise when support may be needed. ✓ Access appropriate sources of support for physical and mental health concerns. 	<p>📌 Check point:</p> <p>Health and Wellbeing Audit</p> <p>Pupils complete an audit exploring:</p> <ul style="list-style-type: none"> • Sleep • Physical activity • Nutrition • Mental wellbeing • Stress management • Support networks <p>Pupils then:</p> <ul style="list-style-type: none"> • Identify strengths. • Identify areas for improvement. • Suggest realistic actions to improve overall wellbeing. <p>📝 Summative (end of unit):</p>

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<p>Personal Wellbeing Plan</p> <p>Create a personalised wellbeing plan including:</p> <ul style="list-style-type: none"> • Physical health goals • Mental wellbeing strategies • Stress management techniques • Sources of support • Healthy routines
Summer 1	Community, diversity & social responsibility	<ul style="list-style-type: none"> ✓ Communities are diverse and shaped by shared values, beliefs and identities ✓ Individuals have rights and responsibilities within local, national and global communities 	<ul style="list-style-type: none"> ✓ Recognise and challenge discrimination, stereotypes and extremist narratives ✓ Participate respectfully in discussions involving differing viewpoints 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point:

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Discrimination, prejudice and extremism can harm individuals and communities ✓ Media, online spaces and social influence can shape attitudes towards different groups ✓ Active citizenship can positively influence communities and promote inclusion ✓ Support services and community networks exist to help individuals and groups 	<ul style="list-style-type: none"> ✓ Evaluate the reliability of information and influences within communities (including online) ✓ Contribute positively to their community (e.g. volunteering, advocacy, inclusion) ✓ Show empathy and respect towards different lived experiences ✓ Access support or report concerns about harmful behaviours in communities 	<p>Scenario-based discussion or written task where students:</p> <ul style="list-style-type: none"> • Identify bias, discrimination or harmful influence • Explain appropriate responses and support strategies • Demonstrate understanding of respectful disagreement <p> Summative (end of unit): Personal development portfolio or presentation:</p> <ul style="list-style-type: none"> • <i>“My future pathway plan”</i> including: <ul style="list-style-type: none"> ○ Career/education aspirations ○ Skills audit

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
				<ul style="list-style-type: none"> ○ Action plan for next steps ○ Reflection on challenges and strategies
Summer 2	Future aspirations, goals & pathways	<ul style="list-style-type: none"> ✓ Aspirations are influenced by interests, values, skills and external factors (e.g. family, society, opportunity) ✓ There are a range of pathways after KS4 (education, training, apprenticeships, employment) 	<ul style="list-style-type: none"> ✓ Set realistic short-term and long-term goals using structured approaches (e.g. SMART targets) ✓ Identify personal strengths, skills and areas for development ✓ Research and evaluate different career and education pathways 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ‡ Check point: Personal reflection task: <ul style="list-style-type: none"> • Students outline: <ul style="list-style-type: none"> ○ Their current strengths and interests ○ Possible future pathways

Year 10				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Personal strengths and transferable skills are important for future success ✓ Planning and goal-setting supports progression and wellbeing ✓ Barriers to aspirations can exist, but strategies and support can help overcome them 	<ul style="list-style-type: none"> ✓ Make informed decisions about next steps (GCSEs → post-16 options) ✓ Reflect on progress and adapt plans where needed 	<ul style="list-style-type: none"> ○ Initial goal-setting with justification <p>✍ Summative (end of unit): Personal development portfolio or presentation:</p> <ul style="list-style-type: none"> • “My future pathway plan” including: <ul style="list-style-type: none"> ○ Career/education aspirations ○ Skills audit ○ Action plan for next steps ○ Reflection on challenges and strategies

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Relationships and sexual health	<ul style="list-style-type: none"> ✓ What defines a healthy relationship, including trust, respect, equality, communication, and mutual support ✓ That unhealthy relationships can involve control, jealousy, manipulation, isolation, and coercion ✓ That abuse can be emotional, psychological, physical, sexual, or financial ✓ That power imbalances can influence decision-making and increase vulnerability in relationships 	<ul style="list-style-type: none"> ✓ How to identify healthy, unhealthy, and abusive behaviours in both relationships and sexual relationships ✓ How to recognise and respond to pressure or coercion in sexual situations ✓ How to apply understanding of consent to real-life scenarios, including online and offline contexts ✓ How to evaluate readiness for a sexual relationship using emotional, social, and personal factors 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ↳ Check point: ✓ Scenario analysis: identify whether consent is present in different sexual relationship situations ✓ Sorting task: healthy / unhealthy / coercive sexual behaviours with justification ✓ Key vocabulary quiz (consent, coercion, exploitation, contraception, STI, boundaries)

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That consent must be freely given, informed, enthusiastic, and can be withdrawn at any time ✓ That sexual relationships should only take place when both partners feel safe, ready, and respected ✓ That pressure (peer, partner, alcohol, or online influence) can affect sexual decision-making ✓ That stereotypes, pornography, and media can distort expectations of sexual relationships ✓ That sexual health includes emotional wellbeing, respect, 	<ul style="list-style-type: none"> ✓ How to communicate boundaries clearly and respect the boundaries of others ✓ How to challenge misconceptions about sex and relationships influenced by media or peers ✓ How to assess risk in sexual and romantic scenarios and make safe decisions ✓ How to seek help or advice about sexual health and relationship concerns safely and appropriately ✓ How to support a friend who may be experiencing coercion, abuse, or unhealthy sexual pressure 	<ul style="list-style-type: none"> ✓ Short reflection: “What does a respectful sexual relationship look like?” ✓ Exit question: “What should someone do if they feel pressured into a sexual situation?” ✎ Summative (end of unit): ✓ Extended case study response: “Evaluate the relationship and sexual behaviours in the scenario. Are they healthy, unhealthy, or abusive? Justify your answer using evidence.” ✓ Structured questions: ✓ Define consent and explain why it is essential in sexual relationships ✓ Describe how pressure can affect sexual decision-making

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> and responsibility—not just physical safety ✓ That sexually transmitted infections (STIs) and contraception are part of safe sexual health decision-making ✓ That unhealthy or coercive sexual behaviour is a form of abuse and is never the victim’s fault ✓ That support is available from school, healthcare services, and external organisations, and confidentiality has safeguarding limits 	<ul style="list-style-type: none"> ✓ How to analyse case studies involving sexual relationships and justify whether behaviours are safe, respectful, and consensual 	<ul style="list-style-type: none"> ✓ Explain how someone can access sexual health support and advice ✓ Application question: ✓ “Give advice to someone unsure about whether they are ready for a sexual relationship, including factors they should consider.”

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 2	Diversity, Identity & challenging extremism	<ul style="list-style-type: none"> • That the UK is diverse in terms of culture, religion, ethnicity, sexuality, gender identity, and beliefs • That diversity is a strength and contributes to society in many positive ways • That discrimination can be direct, indirect, or systemic, and can affect individuals and communities • That prejudice and stereotypes can lead to inequality and harm relationships between groups • That protected characteristics are defined in law (Equality Act 2010) and help prevent discrimination 	<ul style="list-style-type: none"> ✓ How to recognise different forms of discrimination in real-life and online contexts ✓ How to challenge stereotypes and prejudice in a respectful and safe way ✓ How to evaluate the impact of discrimination on individuals and society ✓ How to identify signs that someone may be vulnerable to radicalisation or extremist influence ✓ How to critically evaluate online content for bias, misinformation, or extremist messaging ✓ How to respond safely and appropriately if concerned 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ⚠ Check point: ✓ Scenario sorting task: identify discrimination, prejudice, or extremist behaviour in case studies ✓ Source analysis: evaluate online posts/messages for bias or extremist influence ✓ Key vocabulary quiz (diversity, discrimination, extremism, radicalisation, stereotype, protected characteristic) ✓ Short reflection: "Why is diversity important in society?"

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> • That extremism involves holding extreme political, religious, or ideological views that may promote division or harm • That radicalisation is a process where someone may be drawn into extremist beliefs or groups • That extremist groups may use misinformation, fear, or manipulation (including online) to influence people • That freedom of speech exists, but does not allow hate speech or incitement to violence • That challenging discrimination and extremism 	<ul style="list-style-type: none"> about extremist views or behaviour (including reporting routes) ✓ How to engage in respectful dialogue with people who hold different beliefs ✓ How to promote inclusion and respect within school and wider community contexts ✓ How to assess the difference between lawful expression of belief and harmful extremism ✓ How to seek help or report concerns about discrimination or extremism safely and responsibly 	<ul style="list-style-type: none"> ✓ Exit task: “What would you do if someone shared extremist content online?” ✎ Summative (end of unit): ✓ Extended case study response: “Analyse the situation. Is there evidence of discrimination, prejudice, or extremism? Explain the impact and how it should be addressed.” ✓ Structured questions: ✓ Define extremism and radicalisation ✓ Explain how discrimination can affect individuals and communities ✓ Describe how someone can safely challenge prejudice or report concerns ✓ Application question:

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<p>is part of safeguarding individuals and communities</p> <ul style="list-style-type: none"> • That media and online platforms can both positively and negatively influence attitudes towards diversity • That support and reporting systems exist for concerns about discrimination, hate incidents, or radicalisation 	<ul style="list-style-type: none"> ✓ How to analyse scenarios involving diversity, discrimination, or extremist influence and make informed judgements 	<ul style="list-style-type: none"> ✓ “Evaluate how young people can help promote inclusion and challenge extremism in their school or online community.”
Spring 1	Personal and sexual hygiene, bodily and hormonal changes	<ul style="list-style-type: none"> ✓ That personal hygiene is essential for physical health, mental wellbeing, and social confidence ✓ That hygiene needs change throughout adolescence and adulthood (e.g. body changes, hormones, stress) 	<ul style="list-style-type: none"> ✓ How to maintain effective daily personal hygiene routines appropriate for adulthood ✓ How to recognise the link between hygiene, confidence, and social relationships 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point:

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That good hygiene includes skin care, oral health, hair care, body odour management, and menstrual/sexual health hygiene ✓ That poor hygiene can affect health (e.g. infections), relationships, and self-esteem ✓ That sleep, nutrition, exercise, and hygiene are all interconnected parts of wellbeing ✓ That independence involves taking responsibility for personal care, routines, and health decisions 	<ul style="list-style-type: none"> ✓ How to develop independent living skills such as time management and personal organisation ✓ How to plan and maintain a healthy routine (sleep, hygiene, exercise, diet) ✓ How to access healthcare services independently, including booking appointments and seeking advice ✓ How to make informed decisions about personal health and wellbeing ✓ How to manage personal responsibilities such as laundry, cleaning, and basic household organisation 	<ul style="list-style-type: none"> ⌋ Routine planning task: design a weekly personal hygiene and wellbeing schedule ⌋ Scenario questions: identify healthy vs unhealthy self-care habits ⌋ Short quiz: key concepts (independence, hygiene, wellbeing, routine, self-care) ⌋ Reflection task: “Which independence skills do I already have, and which do I need to develop?” ⌋ Exit question: “How does personal hygiene affect confidence and relationships?” <p>✂ Summative (end of unit):</p> <ul style="list-style-type: none"> ✓ Extended response: “Explain why personal hygiene and

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That managing money, time, and responsibilities are key life skills for adulthood ✓ That maintaining a clean and safe living environment supports health and wellbeing ✓ That accessing healthcare services (GPs, pharmacies, sexual health clinics) is part of independent living ✓ That mental health can impact motivation for self-care and routines ✓ That support is available if someone struggles with personal care, routines, or wellbeing 	<ul style="list-style-type: none"> ✓ How to identify when poor self-care may indicate emotional or mental health difficulties ✓ How to seek help or support if struggling with independence or wellbeing ✓ How to evaluate lifestyle choices and their impact on long-term health and independence ✓ How to apply problem-solving skills to real-life adult scenarios (e.g. illness, stress, or time pressure) 	<p>independence are important for preparing for adulthood.”</p> <ul style="list-style-type: none"> ✓ Structured questions: ✓ Describe key components of a healthy personal hygiene routine ✓ Explain how independence affects wellbeing and future opportunities ✓ Identify support available for someone struggling with self-care or routines ✓ Application question: ✓ “Give advice to a young person who is struggling to manage personal hygiene and independence skills, including practical steps they could take.”

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Spring 2	Managing influence	<ul style="list-style-type: none"> ✓ That influence comes from many sources, including peers, family, partners, media, and online platforms ✓ That social norms can shape behaviour, choices, and attitudes, often without us realising ✓ That peer pressure can be direct, indirect, positive, or negative ✓ That influencers, advertising, and algorithms can shape beliefs, lifestyle choices, and identity ✓ That manipulation can occur in relationships, friendships, and online interactions 	<ul style="list-style-type: none"> ✓ How to identify different types of influence (peer, media, advertising, online, relationship-based) ✓ How to recognise when influence becomes manipulation or coercion ✓ How to critically evaluate online content for bias, authenticity, and intent ✓ How to respond confidently to peer pressure in real-life and online scenarios ✓ How to use assertive communication to resist unwanted influence ✓ How to make independent decisions using evaluation of 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ↳ Check point: ✓ Scenario task: identify types of influence (peer pressure, media influence, coercion, manipulation) ✓ Source evaluation activity: spot misinformation or biased content online ✓ Quiz: key vocabulary (coercion, manipulation, influence, disinformation, assertiveness) ✓ Short reflection: "When have I been influenced, and how did it affect my decision?"

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That coercion and emotional pressure can affect decision-making and personal boundaries ✓ That fake news, misinformation, and disinformation can distort understanding of the world ✓ That people may present curated or unrealistic versions of life on social media ✓ That it is normal to be influenced, but important to make independent, informed decisions ✓ That pressure can affect risk-taking behaviours (e.g. 	<ul style="list-style-type: none"> risk, values, and consequences ✓ How to recognise emotional triggers used in persuasion or manipulation ✓ How to assess the reliability of information sources and identify misinformation ✓ How to reflect on personal choices and how they may be influenced by others ✓ How to seek support if they feel pressured, controlled, or unsafe ✓ How to apply decision-making strategies to real-life scenarios involving risk and influence 	<ul style="list-style-type: none"> ✓ Exit question: “What strategies can help someone resist negative pressure?” ✗ Summative (end of unit): ✗ Project task: Students create a resource (e.g. leaflet, poster, slideshow, or short written guide) titled: “How to recognise and manage influence in everyday life” ✗ The project must include: <ul style="list-style-type: none"> ○ Examples of different types of influence ○ Signs of manipulation or peer pressure ○ Strategies for making independent decisions

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> relationships, substances, spending, online activity) ✓ That safeguarding systems exist to support young people experiencing harmful influence or exploitation ✓ That resisting harmful influence is a key part of personal independence and wellbeing 	<ul style="list-style-type: none"> ✓ How to support others who may be experiencing harmful influence or coercion 	<ul style="list-style-type: none"> ○ Advice for responding to pressure safely ○ Where to get support if needed
Summer 1	Exploring consent and recognising abuse	<ul style="list-style-type: none"> ✓ That consent must be freely given, informed, enthusiastic, and can be withdrawn at any time ✓ That someone cannot give valid consent if they are pressured, coerced, 	<ul style="list-style-type: none"> ✓ How to recognise when consent is and is not present in different scenarios ✓ How to identify signs of abuse, including coercive control and emotional manipulation 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ‡ Check point:

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		frightened, or under the influence of alcohol or drugs ✓ That consent must be clear and ongoing in all situations, including online and offline interactions ✓ That “no” is always valid and does not need justification ✓ That abuse can take many forms: emotional, psychological, physical, sexual, financial, and coercive control ✓ That abuse can happen in friendships, romantic relationships, family relationships, and online ✓ That coercive control is a pattern of behaviour used to	✓ How to respond safely if consent is unclear or withdrawn ✓ How to challenge myths and misconceptions about abuse and consent ✓ How to evaluate relationship scenarios for warning signs of harm or exploitation ✓ How to seek help or report concerns safely and appropriately ✓ How to support a friend who may be experiencing abuse without putting themselves at risk ✓ How to use appropriate, respectful language when	† Scenario task: identify whether consent is present and explain reasoning † Sorting activity: healthy / unhealthy / abusive behaviours † Key vocabulary quiz (consent, coercion, abuse, exploitation, boundaries) † Short reflection: “What are warning signs that a relationship may be abusive?” † Exit question: “What should someone do if they are unsure whether a situation is safe?” ✂ Summative (end of unit): ✂ Project task: Create a resource titled “Recognising abuse and understanding consent”

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		dominate, isolate, or intimidate someone ✓ That abuse is never the victim's fault ✓ That signs of abuse may include isolation, fear, control of behaviour, monitoring, threats, or manipulation ✓ That some abusive behaviours can be subtle and develop gradually over time ✓ That safeguarding systems exist to protect young people from harm ✓ That there are trusted adults and services available for support, and confidentiality has safeguarding limits	discussing sensitive situations ✓ How to assess risk in real-life and online relationship scenarios ✓ How to apply decision-making strategies to stay safe in pressured situations ✓ How to recognise unhealthy patterns that may escalate into abuse over time	✎ The project must include: <ul style="list-style-type: none"> ○ A clear explanation of what consent is and is not ○ Examples of different types of abuse ○ Warning signs of unhealthy or abusive relationships ○ Advice for staying safe and responding to pressure ○ Information on where to get help and support

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Summer 2	Careers, next steps and independent study	<ul style="list-style-type: none"> ✓ That different post-16 and post-18 pathways include sixth form, college, apprenticeships, traineeships, employment, and training routes ✓ That careers pathways are not always linear and can involve change and progression over time ✓ That qualifications, skills, interests, and values all influence career choices ✓ That labour market information (LMI) can help inform decisions about future careers ✓ That transferable skills (communication, teamwork, 	<ul style="list-style-type: none"> • How to research and evaluate different post-16 and career pathways • How to match personal skills, interests, and values to potential careers • How to create and update a CV appropriate for entry-level employment or apprenticeships • How to complete application forms effectively and professionally • How to prepare for interviews using common questions and structured responses 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback ↳ Check point: ✓ Skills audit: identify personal strengths, interests, and transferable skills ✓ CV task: draft a basic CV for an apprenticeship or college application ✓ Careers research activity: explore at least two post-16 pathways ✓ Quiz: key terms (apprenticeship, LMI, transferable skills, employability) ✓ Reflection: “What are my next steps after Year 11 and why?”

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> resilience, problem-solving) are valued across all careers ✓ That employers value both qualifications and personal qualities such as reliability and initiative ✓ That financial independence includes budgeting, wages, tax, and understanding payslips ✓ That employability skills include CV writing, interview skills, and professional behaviour ✓ That independent study habits are essential for success in further education or employment 	<ul style="list-style-type: none"> • How to set realistic short-term and long-term career goals • How to evaluate labour market information to make informed decisions • How to demonstrate employability skills in school and real-life contexts • How to plan independent study schedules and manage workload effectively • How to reflect on strengths, weaknesses, and areas for development • How to seek careers advice and use guidance services appropriately 	<p>✎ Summative (end of unit): Project task: Create a careers and next steps portfolio titled “My Pathway Beyond Year 11” The project must include:</p> <ul style="list-style-type: none"> ✓ A chosen post-16 pathway with justification ✓ A draft CV ✓ A short personal statement or career goal outline ✓ Evidence of research into careers or courses ✓ A plan for developing independent study skills

Year 11				
Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That managing time, deadlines, and self-motivation becomes increasingly important after Year 11 ✓ That safeguarding, wellbeing, and work-life balance remain important in education and employment settings ✓ That support is available for careers guidance through school, colleges, and online services 	<ul style="list-style-type: none"> • How to apply decision-making skills when choosing next steps after Year 11 	

Year Group: Post 16 (Yr 12 & 13)

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Autumn 1	Healthy, positive relationships	<ul style="list-style-type: none"> ✓ How friendships change over time and during transitions (sixth form, work, university) ✓ That new environments create opportunities and challenges for relationships ✓ That professional relationships have clear boundaries and expectations ✓ That relationship values are shaped by culture, faith, society, and personal beliefs ✓ That emotional and physical intimacy can be expressed in different healthy ways ✓ That open communication reduces conflict and supports positive relationships 	<ul style="list-style-type: none"> ✓ Manage changing friendships and maintain healthy connections ✓ Build new relationships in unfamiliar environments ✓ Set and respect professional boundaries ✓ Articulate personal relationship values and ethical principles ✓ Communicate openly to resolve conflict and misunderstandings ✓ End relationships safely and respectfully ✓ Evaluate different expressions of intimacy in healthy relationships 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Scenario task: managing friendship change and boundaries Reflection: personal relationship values statement Quiz: professional vs personal relationship boundaries 📎 Summative (end of unit): “My Relationship Values & Transition Guide” project (values, boundaries, scenarios, support options)

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ That endings of relationships can be managed respectfully and safely ✓ That support services exist for relationship concerns, including LGBT+ support 	<ul style="list-style-type: none"> ✓ Access appropriate support services when needed 	
Autumn 2	Boundaries, consent and safe relationships	<ul style="list-style-type: none"> ✓ Consent must be informed, enthusiastic, and freely given ✓ Consent can be withdrawn at any time ✓ Power imbalances affect relationships and decision-making ✓ New sexual encounters carry risks that require awareness and responsibility ✓ Ethical and legal responsibilities exist around consent 	<ul style="list-style-type: none"> ✓ Communicate boundaries clearly and confidently ✓ Recognise and respond to power imbalances ✓ Apply consent understanding in complex real-life situations ✓ Make safe decisions in new sexual or social situations ✓ Evaluate risk in relationships and dating contexts 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: ✓ Consent scenario judgement task ✓ Vocabulary quiz (consent, boundaries, power imbalance) 📝 Summative (end of unit):

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
		<ul style="list-style-type: none"> ✓ Communication is essential for safe relationships 		Case study assessment: evaluating consent, boundaries, and safety in real-life scenarios
Spring 1	Harmful relationships and abuse	<ul style="list-style-type: none"> ✓ Abuse includes emotional, physical, sexual, financial, and coercive control ✓ Manipulation, coercion, and persuasion can be subtle and gradual ✓ Forced marriage and honour-based abuse are illegal ✓ Stalking, harassment, and sexual violence are serious criminal offences ✓ Exploitation can be criminal, sexual, or financial ✓ Victims have legal rights and access to protection and support 	<ul style="list-style-type: none"> ✓ Recognise signs of abuse and exploitation ✓ Respond safely to harmful relationship behaviours ✓ Identify grooming and early exploitation tactics ✓ Report concerns and access support services ✓ Challenge harmful narratives such as victim blaming ✓ Support others safely without increasing risk 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: <ul style="list-style-type: none"> ✓ Abuse identification sorting activity ✓ Scenario analysis: coercion and manipulation 📄 Summative (end of unit): Extended case study: identifying abuse, exploitation, and appropriate safeguarding responses

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Spring 2	Online life, influence and mental health	<ul style="list-style-type: none"> ✓ Online content can distort reality through algorithms, AI, and misinformation ✓ Deepfakes and AI-generated content can be harmful and illegal ✓ Online pressure can affect body image and self-esteem ✓ Extremism and harmful narratives spread online and overlap ✓ AI chatbots and new technologies carry risks ✓ Mental health is affected by change, stress, and environment ✓ Support is available for mental health concerns 	<ul style="list-style-type: none"> ✓ Evaluate reliability of online information ✓ Manage online boundaries and privacy ✓ Recognise manipulation, misinformation, and extremism online ✓ Respond safely to harmful online content ✓ Use strategies to support positive mental health ✓ Access help for self or others 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: Media analysis task (real vs manipulated content) Mental health scenario reflection 📄 Summative (end of unit): Project: “Managing Online Influence & Wellbeing in Modern Life” resource

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Summer 1	Sexual health, consent, contraception & parenthood	<ul style="list-style-type: none"> ✓ Contraception must be understood and used correctly ✓ Emergency contraception is available and time-sensitive ✓ Fertility changes over time and can be affected by lifestyle ✓ Pregnancy and parenthood involve emotional, financial, and social factors ✓ STIs can be prevented, tested, and treated ✓ Sexual health responsibility includes communication and testing ✓ Unintended pregnancy pathways and support services exist 	<ul style="list-style-type: none"> ✓ Communicate about contraception and sexual health with partners ✓ Choose appropriate contraception for different situations ✓ Access sexual health services and testing ✓ Make informed decisions about relationships and parenthood ✓ Respond to sexual health concerns responsibly 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: <ul style="list-style-type: none"> ✓ Contraception matching task ✓ STI prevention quiz ✓ Scenario discussion 📄 Summative (end of unit): Case study: sexual health decision-making and contraception planning

Term/Half Term	Topic / Subject	CORE KNOWLEDGE What declarative/procedural knowledge will they have at the end of this topic?		ASSESSMENT
		Learn that ...	Learn how to ...	
Summer 2	Health, independence and careers	<ul style="list-style-type: none"> ✓ People must take responsibility for their health and wellbeing in adulthood ✓ Work-life balance is essential for long-term wellbeing ✓ Nutrition, budgeting, and health services are key life skills ✓ Careers pathways include university, apprenticeships, and employment ✓ Skills and values influence career decisions ✓ Health information must be evaluated for reliability 	<ul style="list-style-type: none"> ✓ Register and access health services independently ✓ Plan healthy routines (diet, sleep, exercise, balance) ✓ Budget and manage money effectively ✓ Research and evaluate career pathways ✓ Build CVs, applications, and interview skills ✓ Set long-term goals for adulthood 	<ul style="list-style-type: none"> ✓ Formative: Retrieval quizzes, discussion tasks, think-pair-share activities, scenario analysis, reflection journals, questioning, teacher marking and feedback 📌 Check point: <ul style="list-style-type: none"> ✓ Skills audit (health, finance, careers readiness) ✓ CV and budgeting task 📄 Summative (end of unit): “My Future Pathway Portfolio” (career plan, CV, budgeting plan, wellbeing plan)