

OCL Personal Development Curriculum: Long Term Plan

Brief overview – year 7

In Year 7, the PSHE curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. These are key areas of focus due to emerging Personal Development and PSHE data. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 1	Citizenship 2	Love & Relationships 1	Love & Relationships 2	Self-care 1	Self-care 2
Relevant core concepts	- Adapting to change - Positive relationships and friendships - Diversity and equality - Online safety – iPads - Community and active citizenship - How do we learn?	- Equality/inequality - Prejudice - Discrimination - Bullying - Human Rights and Children's rights - Liberty and freedom	- Healthy and unhealthy relationships - Effective communication within relationships - Emotions within relationships - Safety within online and in person relationships - Online safety; e.g. social media - Grooming, harassment and upskirting	- Different types of relationships and families. - Reasons why relationships and families change - Marriage and civil partnership - Separation and divorce - Modern and blended families - Being part of different relationships and families	- Personal and oral hygiene - Puberty - Healthy lifestyles - Physical health and treating minor ailments - Urgent and emergency support and help - Online safety – Fake news, Deep fakes and AI and algorithms for targeted advertising. - Radicalisation and Prevent	- FGM and gender based violence - Misogyny and gender misconceptions - Risk taking and making good choices. - Water and railway safety - Impacts of social media on mental health.
Relevant end points	- Students will explore being an Oasis Sholing student. They will discuss how to settle into secondary school the expectations of this stage of their education. -Students will explore positive relationships/friendships to help them navigate the change in education. -Students will understand diversity and equality and the importance of treating everyone equally. -Students will be taught about the importance of keeping themselves safe online and appropriate use of their Horizon's iPad. - Students will learn about what communities they are part of and ways to become an active citizen within their Oasis community. -Students will learn about the Willingham's Memory model and how this impacts the way they learn.	- Students will understand about inequalities in society. They will explore the 2010 Equality Act and understand protected characteristics. -Students will know what prejudice and discrimination is and understand the impacts and consequences they have within society. - Students will understand what bullying is, where to report it and the impacts it has on the victims. -Students will explore Human and Children's rights and the freedoms and liberties we have in Britain. This will link to Modern British Values and why these are important.	-Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships. -Students will understand and recognise different emotions that are felt within a relationship. -Students will explore safety within both online and in person relationships and know where to seek support when feeling unsafe. -Students will explore Online safety including the advantages and dangers of social media. -Students will know what grooming, harassment and upskirting is. They will understand the consequences of these and the impacts they have on the victims.	-Students will explore different types of relationships and families. -They will understand that all families are different and the reasons why families and relationships may change. -They will explore modern and blended families and how to navigate difficult changes within a family unit -They will be signposted to help and support available when experiencing changes within relationships.	-Students will recap the importance of personal and oral hygiene and how to take care of their own hygiene needs. -Students will explore the physical changes during puberty and how the brain develops during this life stage. -Students will understand the importance of a healthy lifestyle; including diet, exercise, and sleep. -Students will know about their physical health and how to treat minor ailments. -Students will understand who to contact for support with urgent and emergency situations. -Students will be taught how to spot fake news and deep fakes. They will learn about the use of AI and how algorithms are used in targeted advertising online. -Students will understand how to spot the signs of radicalisation and grooming and how Prevent can support them.	-Students will understand what FGM is and why it happens. They will understand the law regarding FGM and gender based violence and where to go to seek support. -Students will know what misogyny is and how to spot the signs of this behaviour both online and in person. -Students will explore decision making and risk taking behaviours. They will understand the difference between taking good and bad risks and the potential consequences of their decisions. -They will understand water and railway safety and how to keep themselves safe within these situations. -They will understand the potential harms of social media and the internet on their mental health.

Core substantive knowledge	• Oasis 9 habits • Human rights laws, Equality Act and protected characteristics. • Responsibilities of citizens. • Characteristics of positive, healthy friendships and relationships. • Meaning of diversity, equality, inclusion and respect, • Meaning of stereotypes and discrimination. • Risks associated with online activity, including cyberbullying and how to use their Horizons iPad responsibly. • What is community and know the different communities they belong to. • Meaning of citizenship and the ways they can contribute positively to their communities. • Principles of Willingham's Memory Model and strategies to improve learning.	• Inequalities that exist within society • The purpose of the Equality Act 2010 • Protected characteristics • Meaning of prejudice, discrimination and bullying • Understand the importance of reporting bullying • Know where to access support when concerns arise. • Human rights and children's rights, including the freedoms, responsibilities and protections individuals have within Britain. • Principles of Modern British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance.	• Characteristics of healthy and unhealthy relationships, • Understand the range of emotions that relationships can evoke • How to stay safe in both online and face-to-face relationships a • Understand where and how to seek support if they feel unsafe or worried. • Advantages and risks associated with social media, including its impact on communication, relationships, privacy and wellbeing. • The meaning of grooming, harassment and upskirting and understand that these behaviours are abusive and unacceptable • Understand the legal and safeguarding consequences associated with these behaviours.	• Different types of relationships that exist within families and wider support networks, including those involving parents, carers, siblings, extended family members and other significant adults. • Know that families can change over time for a variety of reasons, including separation, divorce, bereavement, remarriage, fostering, adoption and other life events. • Understand the characteristics of modern and blended families and recognise that changes within family structures can bring both opportunities and challenges. • The range of support available within school and the wider community for young people experiencing changes or difficulties within family relationships.	• Personal and oral hygiene and the role hygiene plays in promoting health and wellbeing • Changes that occur during puberty, including how the brain continues to develop during adolescence. • Components of a healthy lifestyle, including the importance of a balanced diet, regular physical activity and sleep. • Maintaining physical health and managing common minor ailments. • Accessing urgent or emergency support services. • How information is shared online, including identifying fake news and deepfakes • How artificial intelligence/algorithms influence the content/information they see. • Signs and risks of radicalisation and grooming, understand how individuals may be targeted. • Role of Prevent in keeping people safe.	• Meaning of Female Genital Mutilation (FGM) is, why it occurs in some communities. • Understand that FGM and other forms of gender-based violence are harmful • Meaning of misogyny • Factors that influence decision-making and risk-taking during adolescence • Key principles of water safety and railway safety and understand the risks associated with unsafe behaviours. • How social media/internet can affect mental health and wellbeing. • Impact of online pressure, unrealistic expectations, excessive screen time, cyberbullying and harmful online content. • How to access support and guidance if they have concerns about their own safety or wellbeing or that of others.
Core disciplinary knowledge	• How the 9 habits impact our lives • Demonstrate the behaviours and attitudes expected of an Oasis student. • Apply strategies that support a successful transition to secondary school. • Build and maintain positive friendships and relationships. • Recognise and respond appropriately to unhealthy relationships, conflict and peer pressure. • Show respect for diversity and challenge discriminatory attitudes or behaviour appropriately. • Evaluate situations involving equality, fairness and inclusion. • Identify online risks and make safe, responsible choices when using technology/ social media and their Horizons iPad. • Identify the communities they belong to and explain how they can make a positive contribution as an active citizen. • Apply retrieval practice and other effective learning strategies to improve memory and learning.	• identify and evaluate examples of inequality, prejudice, discrimination and bullying in a range of contexts. • Explain the purpose and significance of the Equality Act 2010 and apply their understanding of protected characteristics to real-life situations. • Recognise the impact that discriminatory and bullying behaviours can have on individuals and communities and identify appropriate ways to challenge, report and respond to such behaviours. • Analyse situations involving rights, freedoms and responsibilities and make reasoned judgements about fairness and justice. • Demonstrate respect for others, promote inclusion, and apply their understanding of human rights, children's rights and Modern British Values to participate positively as members of a diverse and democratic society	• Identify and evaluate the features of healthy and unhealthy relationships and recognise warning signs that may indicate risk or harm. • Recognise, describe and reflect on emotions experienced within relationships and consider how these emotions can influence behaviour and decision-making. • Apply strategies to keep themselves safe in both online and offline contexts. • Identify appropriate sources of support and reporting mechanisms when concerns arise. • Assess the benefits and risks of social media and make informed decisions about their online behaviour and interactions. • Recognise examples of grooming, harassment and upskirting in different scenarios, evaluate their impact on individuals and communities, and demonstrate how to respond appropriately • Be able to seek help and support others who may be at risk	• Identify and describe different family structures and relationships and demonstrate respect for the diversity of family experiences. • Reflect on how changes within families and relationships can affect individuals emotionally and socially and consider appropriate coping strategies. • Evaluate different scenarios involving family change and identify positive ways to manage these transitions. • Recognise when support may be needed, identify trusted adults and support services, and demonstrate the skills needed to seek help appropriately. • Develop empathy and understanding towards others whose family experiences may be different from their own.	• Apply effective personal hygiene practices and make informed choices that support their physical health and wellbeing. • Identify and explain changes associated with puberty and demonstrate strategies for managing these changes positively. • Evaluate lifestyle choices and make reasoned decisions about diet, exercise, sleep and health behaviours. • Assess health concerns, determine appropriate responses to minor ailments and identify when professional, urgent or emergency support is required. • Evaluate online information, recognise signs of misinformation, fake news and deepfakes, and make informed judgements about the reliability of digital content. • Explain how algorithms and artificial intelligence influence their online experiences and demonstrate safe and responsible digital behaviours. • Recognise signs of grooming and radicalisation, assess potential risks, and identify appropriate reporting pathways and sources of support to safeguard themselves and others.	• Identify situations where FGM, gender-based violence or misogynistic behaviour may be present and recognise appropriate reporting and support pathways. • Evaluate the impact of harmful attitudes and behaviours on others. • Assess risks, consider consequences and make informed, responsible choices. • Distinguish between positive and negative risk-taking and evaluate how different decisions can affect their safety and wellbeing. • Understanding of safe behaviours around water and railways and apply strategies to reduce risk in real-life situations. • Identify the potential impact of social media and internet use on mental health and seek support when needed.

Brief overview – year 8

In Year 8, the PSHE curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, energy drinks, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the career's curriculum which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 3	Citizenship 4	Love & Relationships 3	CEIAG 1	Self – care 3	Self – care 4
Relevant core concepts	- Equality and inequalities in society. - Equality laws in the UK - Wealth divide in Britain - Respect and challenging others respectfully - Misogyny and gender stereotypes.	- Laws and sanctions in Britain - Why people commit crimes - Arrest and punishment for committing crimes - Courts and how sanctions are decided. - County lines and gang activity. - Grooming and coercive behaviours - Online safety linked to youth violence and gang behaviours	- Healthy and unhealthy relationships - Emotions within relationships and when relationships end - Managing the end of relationships effectively - Consent in relationships - Peer pressure and image sharing - Sexting - Pornography	- Making the most of secondary school experiences - Building employability skills - How do we learn - Revision techniques - Future choices	- Different types of drugs– legal and illegal. - Impacts of drugs on physical health - The impact substances have on mental health - Drugs and the law. - Seeking support for addiction.	- Healthy lifestyles - Smoking and vaping - Reproductive and sexual health - Vaccinations - Blood and organ donation - Medical age of consent - Self-screening – physical health - Body image and self-esteem
Relevant end points	-Students will recap the meaning the equality and understand about inequalities in society. -Students will know about the Equality laws in Britain and the potential sanctions for disobeying these laws. -Students will explore gender stereotypes and misogyny and the damaging impact of these on those who experience it.	-Students will know about the laws in Britain and the potential sanctions for disobeying these laws. -Students will understand the process of being arrested and how crimes are investigated. -Students will understand the court system in the UK and the different types of sanction and punishments. -Students will know what county lines is and how this links to gang activity. -Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs. -Students will explore online safety linked to grooming, harassment and gang behaviours.	-Students will have a sound knowledge of consent. -Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support. -Students will understand the challenges that different relationships face and how to deal effectively with emotions when relationships end. -Students will understand what peer pressure is and how to make good choices. -Students will understand their responsibilities when positing online and the legalities around image sharing. -Students will understand what sexting is, how peer pressure can influence decision making and the law linked to sharing images. -Students will know what pornography is and the impact it can have on the view of relationships.	-Students will explore their future choices including options, GCSEs and post 16 pathways -Students will recap the Willingham's memory model, how we learn and revision techniques to help them prepare for future assessments and examinations. -Students will look at different ways to making the most of their secondary school experience. -Students will learn how to build employability skills to help them with their future choices.	-Students will understand different types of drugs, including legal and illegal drugs. -Students will understand the potential impacts of drugs on both physical and mental health of an individual. -Students will know the relevant laws linked to legal and illegal drugs; including age limits and consequences of possessing and supplying illegal drugs. -Students will know where to seek support for addiction.	- Students will understand the aspects of a healthy lifestyle; including diet, exercise and the importance of sleep. -Students will explore the impacts of smoking and vaping on physical health. -Students will have a sound knowledge of sexual and reproductive health and they will know how to seek support and how to support others in gaining support. -Students will understand what vaccinations are and their purpose in protecting physical health. -Students will know what blood and organ donations are and understand the opt out system in the UK. -Students will explore the medical age of consent and how to make decisions linked to their physical and mental health. -Students will understand the importance of self-screening to safeguard their physical health. Students will explore what body image and self-esteem are and how to have a healthy relationship with their own appearance.

Core substantive knowledge	• Meaning of equality, equity, diversity and inclusion • Purpose of equality legislation in Britain. • Know the consequences and sanctions for behaviours that breach equality laws • The importance of upholding the rights and dignity of others. • Explore gender stereotypes and understand how assumptions about gender can influence attitudes, expectations and opportunities. • Meaning of misogyny and understand how sexist attitudes and behaviours can negatively affect individuals, relationships, communities and wider society	• The purpose of laws in Britain and how laws help to maintain safety, order and justice within society. • Know the range of sanctions and consequences associated with illegal behaviour. • Key stages of the criminal justice process, including arrest, investigation and prosecution. • Roles of the police and other agencies involved in investigating crime. • Court system in the UK, including different types of courts and range of punishments/sanctions available. • Meaning of County lines activity and understand its links to organised crime, gangs, criminal exploitation and drug distribution. • Methods that are used to groom, manipulate, coerce or exploit young people into joining gangs or engaging in illegal activity, including both face-to-face and online. • Risks associated with online grooming, harassment and gang-related activity • Where to access support and report concerns.	• Meaning of consent and the importance of consent in all relationships and interactions. • Characteristics and signs of healthy relationships, including respect, trust, communication, equality and personal boundaries, • Signs of unhealthy relationships, including coercive and controlling behaviours. • Support for unhealthy relationship behaviours. • Challenges and changes that the ending of relationships may have on an individual. • Meaning of peer pressure. • Responsibilities when using digital technologies, including the legalities associated with sharing images online. • Meaning of sexting and the legal implications of creating, possessing or sharing explicit images of young people, • Recognise how peer pressure can contribute to risky behaviour. • Meaning of pornography and how it presents unrealistic views of relationships, consent and intimacy	• Know the range of future pathways available to them during and after secondary education e.g. GCSEs and post 16 pathways. • Recap Willingham's Memory Model • Know a range of effective revision and study techniques that support long-term learning and academic success. • The importance of making the most of their secondary school experience by engaging positively with learning, enrichment opportunities, extracurricular activities and wider school life. • Key employability skills valued by employers, including communication, teamwork, problem-solving, organisation, resilience, leadership and adaptability.	• Different types of drugs, including legal drugs such as alcohol, nicotine and medicines, and illegal drugs that are controlled by law. • How drugs can affect the body and brain • Short-term and long-term impacts of drugs on physical health, mental health, relationships, education and future opportunities. • The effects of substance misuse and addiction • Risks associated with drug use. • Laws relating to legal and illegal drugs, including age restrictions, the classification of controlled substances and the legal consequences of possessing, using, producing or supplying illegal drugs • Support services available for individuals experiencing substance misuse or addiction.	• Aspects of a healthy lifestyle, including balanced diet, regular physical activity and sleep • Short and long-term effects of smoking and vaping on health and the risks of nicotine addiction. • Knowledge of sexual and reproductive health, including how to access healthcare services and appropriate support. • Know what vaccinations are, how they work and their role in preventing illness and protecting public health. • Know what blood and organ donation involve and understand the opt-out organ donation system within the UK. • Know what medical consent is and how young people can become involved in decisions relating to their own physical and mental health. • Importance of self-screening in identifying potential health concerns and promoting early intervention. • Understand the concepts of body image and self-esteem and the factors that influence perceptions of self-worth. • Importance of developing a positive and realistic view of themselves.
Core disciplinary knowledge	• Identify and evaluate examples of inequality, discrimination and unfair treatment within society. • Apply their understanding of equality legislation to real-life situations and assess the consequences of behaviour that breaches legal and social expectations. • Be able to challenge stereotypes and evaluate how gender assumptions can influence people's experiences and opportunities. • Recognise examples of misogynistic attitudes and behaviours in both online and offline contexts and evaluate their impact on individuals and communities. • Demonstrate respect for diversity and equality, make informed judgements about fairness and inclusion, and promote positive attitudes and behaviours that contribute to a safe, respectful and inclusive society.	• Explain the importance of laws and evaluate the consequences of breaking them. • Identify the stages of the criminal justice process and how crimes are investigated and prosecuted. • Evaluate different types of criminal behaviour and the appropriateness of various sanctions and punishments. • Recognise indicators of county lines involvement, gang affiliation and criminal exploitation and assess the risks associated with these activities. • Identify manipulation, coercion and grooming tactics used by criminal groups and determine appropriate actions to protect themselves, • Evaluate online risks linked to harassment, exploitation and gang-related behaviours, • Identify appropriate reporting routes and sources of support when safeguarding concerns arise	• Apply understanding of consent to a range of relationship contexts and recognise situations where consent is absent, pressured or withdrawn. • Identify the features of healthy and unhealthy relationships and recognise signs of coercive control and other harmful behaviours. • Use appropriate strategies to manage emotions, respond to relationship challenges and identify sources of support when needed. • Apply decision-making skills to resist peer pressure and make safe, informed and responsible choices. • Evaluate the risks and consequences of online behaviours, including sharing personal/explicit images, and understand their legal and ethical responsibilities online. • Assess situations involving sexting and identify appropriate actions to keep themselves and others safe. • Evaluate the messages conveyed through pornography and consider how these may shape perceptions of relationships.	• Evaluate different educational and career pathways and make informed decisions about their future aspirations and goals. • Apply understanding of memory and learning to select and use effective revision strategies. • Reflect on their strengths, interests and achievements and identify opportunities to maximise their secondary school experience. • Demonstrate skills such as organisation, goal-setting, self-management and resilience to support both academic and personal development. • Recognise, develop and evidence employability skills through a range of school and wider experiences, evaluate how these skills contribute to future success,	• Identify and classify different types of drugs and evaluate the risks associated with their use. • Assess the impact of drug use on individuals and society, considering the physical, emotional, social and legal consequences. • Apply their understanding of drug-related laws to real-life scenarios and make informed judgements about personal safety, responsibility and risk. • Evaluate influences on drug-related decision-making, including peer pressure and media • How to make safe and healthy choices. • Identify appropriate sources of help and support.	• Evaluate lifestyle choices and make informed decisions that promote physical and emotional wellbeing. • Analyse the health risks associated with smoking and vaping and apply this knowledge when making decisions about their own health. • Access and use reliable sources of information and support relating to sexual and reproductive health. • Explain the purpose and benefits of vaccinations and evaluate the role they play in promoting health. • Assess the considerations associated with blood/organ donation and explain the UK opt-out system. • Apply understanding of medical consent to scenarios and demonstrate increasing responsibility for managing own health/wellbeing. • Identify signs that self-screening or professional support is required and take appropriate action to seek help. • Evaluate influences on body image and self-esteem, including social media, and apply strategies that support positive self-image and overall wellbeing.

Brief overview – year 9

In Year 9, the PSHE curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 5	Self – care 5	Love & Relationships 4	CEIAG 2	Love & Relationships 5	Self – care 6
Relevant core concepts	- The monarchy - What is democracy? - UK political system - UK political parties - Other political systems - Voting and elections	- Different types of bank account - Budgeting - Debt and borrowing - Interest rates - Gambling behaviours and addiction - How finances can impact mental health	- Healthy and unhealthy relationships - Coercive control - Consent - Contraception and STIs - Sexting, sextortion and pornography	- Option process and selection - Different types of courses; GCSEs, BTECS, apprenticeships, T-levels - Post 16 options and pathways - Post 18 options and pathways - University	- Respect, rights and responsibilities in relationships - Identifying unhealthy relationships. - Child on child abuse and bullying recap - FGM and honour based violence - Forced marriage - Sexual harassment and misogyny - Online dangers such as catfishing.	- Healthy lifestyle - Mental health and wellbeing - Anxiety and everyday stresses - Diagnosed mental health conditions - Factors that impact mental health; e.g. addiction - Body image - Body dysmorphia - Self harm and eating disorders - Wellbeing strategies and techniques
Relevant end points	-Students will know about different types of government and the monarchy. -Students will understand about voting and elections and will have developed a sound understanding of how this works. -Students will explore the different political parties in the UK and understand what a manifesto is. -Students will experience voting in a ‘mock’ election within their lesson., they will understand how to read a manifesto and make democratic decisions base don their own views.	-Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services. -Students will understand what debt and borrowing is and explore different thew advantages and disadvantages methods of borrowing; including credit cards, loans and pay day loans. -Students will understand what how interest rates work. -Students will learn about gambling behaviours and how these can lead to addiction. Students will understand how money and finances can impact mental health and where to go for support regarding financial concerns.	-Students will explore healthy and unhealthy intimate relationships. -Students will have a sound knowledge of consent; including how consent is given and that consent is always reservable. -Students will have a clear understanding of how to recognise the signs of unhealthy relationships, coercive control and know where to seek support. -Students will know what contraception is, different methods why contraception is used. -Students will understand the risk of STIs and where to seek support with sexual health. -Students will understand what sexting, sextortion and pornography are and the impacts they can have on individuals involved.	-Students will be taken through the options process sin detail to help them make informed choices on their own path of study. -Students will know the options that they have post 16 and 18. They will understand different pathways of education. -Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for example, what does an apprenticeship look like or what is life like at university? -Students will be prepared for their post 16 education.	-Students will understand the importance of respect in relationships. -Students will know their rights and responsibilities in different relationships; particularly intimate relationships. -Students will understand how to identify unhealthy relationships and how to seek support. Students will build on their knowledge of child on child abuse and bullying and why these are unacceptable behaviours. -Students will re-visit FGM and know what honour based violence is. -Students will understand what forced marriage is and why it is illegal in the UK. -Students will understand what sexual harassment and misogyny is, identify the signs and where to access support. -Students will re-visit online safety with a focus on dangers such as catfishing.	-Students will explore healthy lifestyles with an emphasis on mental wellbeing. -Students will know what mental health and wellbeing are and the factors that can impact them. -Students will explore the difference between everyday stress and anxiety and diagnosed mental health conditions. - Students will know what body image is and the factors that impact this; including impacts of social media and distorted images. -Students will know what self harm is and where to seek support. -Students will understand what an eating disorder is and where to seek support. -Students will be taught a variety of wellbeing strategies and techniques and the importance of mental wellness.

Core substantive knowledge	• Different types of government that operate around the world and the role of the monarchy within the political system of the United Kingdom. • Key features of democracy and how democratic systems enable citizens to influence decision-making. • Know how voting and elections work in the UK, including who can vote, how governments are elected and the importance of participation in democratic processes • Knowledge of the main political parties in the UK and understand that political parties represent different ideas, values and priorities. • Know what a manifesto is and understand how political parties use manifestos to communicate their policies and proposed actions. • The importance of informed decision-making and the role of elections in ensuring representation and accountability within a democratic society.	• Know the practical skills required for adult life, including how to open and manage a bank account, pay bills and access a range of financial, public and support services. • Understand the concepts of debt and borrowing and know about different methods of borrowing money, including credit cards, loans and payday loans. • Understand how interest rates work and how borrowing can increase the overall amount that must be repaid. • Advantages and disadvantages of different financial products and understand the importance of making informed financial decisions. • Know what gambling is and understand how gambling behaviours can become addictive and lead to financial, social and emotional harm. • Understand the relationship between money, financial wellbeing and mental health • Know where to access support for financial concerns.	• Characteristics of healthy and unhealthy intimate relationships, including the importance of respect, trust, communication, equality and personal boundaries. • Secure understanding of consent, recognising that consent must be freely given, informed, ongoing and can be withdrawn at any time. • Signs of unhealthy relationships, including coercive control, manipulation and abusive behaviours, • How to access support if they are concerned about their own or someone else's safety. • Know what contraception is, the different methods available and the reasons people may choose to use contraception, including preventing pregnancy and supporting reproductive health. • Risks associated with sexually transmitted infections (STIs), understand methods of protection and prevention, a • How to access sexual health advice and services. • Meaning of sexting, sextortion and pornography, and the legal implications and impacts of them..	• Understand the options process and the factors that should be considered when making informed decisions about future study. • The range of educational and career pathways available after Key Stage 4, including sixth form, further education colleges, apprenticeships, traineeships, employment with training and higher education. • Opportunities available at post-16 and post-18. • The range of qualifications available, including GCSEs, A Levels, T Levels, vocational qualifications, apprenticeships and degree-level study,	• Importance of respect, equality, communication and personal boundaries within relationships, including intimate relationships. • Rights and responsibilities that individuals have within different types of relationships • Importance of maintaining safe, healthy and respectful interactions. • Signs and characteristics of unhealthy relationships, including controlling, abusive and exploitative behaviours, • Where to access support if concerns arise. • Build on understanding of child-on-child abuse and bullying, recognising the different forms these behaviours can take and why they are harmful and unacceptable. • Revisit Female Genital Mutilation (FGM). • Meaning of honour-based violence, including the risks, impacts and legal protections available. • Meaning of forced marriage, why it is illegal in the UK and how it differs from arranged marriage. • Meaning of sexual harassment and misogyny, recognise the impact of these behaviours on individuals. • Support available for those affected. • Revisit online safety including of risks of catfishing, online deception and exploitation, understanding strategies for staying safe online.	• Healthy lifestyles and the connection between physical health and mental health. • Meaning of mental health and wellbeing. • Factors that can positively and negatively affect mental health and wellbeing, including relationships, school, family, lifestyle choices, social media and life events. • Difference between everyday feelings of stress and anxiety and diagnosed mental health conditions, • Recognise when additional support may be needed. • Meaning of body image and factors that can affect perceptions of body image and self-worth. • Know what self-harm is and where to access support for themselves or others. • Know what eating disorders are, understand their potential impact on physical and mental health, and be aware of sources of help and support. • Range of wellbeing strategies and techniques that can support positive mental health, resilience and emotional wellbeing.
Core disciplinary knowledge	• Compare different forms of government and evaluate the role of the monarchy within the UK's political system. • Analyse the principles and processes of democracy and explain how voting and elections contribute to democratic decision-making. • Interpret and evaluate information within political manifestos and identify how policies align with different viewpoints and priorities. • Assess political information, consider a range of perspectives and make informed judgements. • Through participation in a mock election, demonstrate the ability to engage in democratic processes, express their views respectfully, evaluate evidence and make reasoned voting decisions based on their own values, beliefs and understanding of political issues.	• Apply financial literacy skills to real-life situations, including evaluating different banking/ financial services and making informed choices about managing money. • Assess the risks and benefits of forms of borrowing and calculate the effects of interest on debt, • Evaluate financial decisions and consider their potential short-term and long-term consequences. • Analyse scenarios involving debt, borrowing and gambling and make reasoned judgements about responsible financial behaviour. • Recognise indicators of problematic gambling and financial hardship and identify appropriate sources of support and advice. • Reflect on the impact that financial circumstances can have on mental health/wellbeing and apply strategies to support responsible money management,	• Identify/evaluate the features of healthy and unhealthy intimate relationships and where support or intervention may be needed. • Apply understanding of consent to a range of relationship scenarios, assessing whether consent has been given, maintained or withdrawn. • Recognise signs of coercive control, exploitation and abuse and identify appropriate support services. • Evaluate the effectiveness of different methods of contraception, making informed choices about sexual health. • Assess risks associated with STIs and identify strategies/services that promote positive sexual health. • Evaluate situations involving sexting, sextortion and pornography, considering legal implications. • Make decisions that promote safe, respectful and responsible behaviour in both online and offline relationships.	• Evaluate a range of educational and career pathways and make informed decisions based on their interests, strengths, aspirations and future goals. • Apply decision-making and research skills to compare courses, qualifications. • Consider the advantages and challenges associated with each option. • Reflect on their own skills, achievements and aspirations when considering future choices. • Identify pathways that align with their personal ambitions. • Develop the skills needed to prepare for post-16 education, including planning, goal-setting and self-reflection,	• Evaluate the features of respectful, healthy and unhealthy relationships and apply to a range of real-life and hypothetical situations. • Assess the rights and responsibilities of individuals within relationships and make informed judgements about appropriate and respectful behaviour. • Recognise signs of abuse, bullying, child-on-child abuse, coercion and exploitation and identify appropriate safeguarding, reporting and support pathways. • Evaluate the impact of harmful practices and behaviours, including FGM, honour-based violence, forced marriage, sexual harassment and misogyny, on individuals, families and society. • Challenge harmful attitudes, stereotypes and discriminatory behaviours while promoting respect and equality. • Assess online risks, including catfishing and other forms of online exploitation, and demonstrate the skills needed to make safe decisions, protect themselves and others, and seek support when concerns arise.	• Evaluate factors that influence mental health and strategies that support emotional resilience and healthy lifestyle choices. • Distinguish between everyday experiences of stress and anxiety and situations where professional support may be required. • Assess the influence of media and expectations on body image and self-esteem and the impact of these messages • Recognise signs of emotional distress, self-harm and eating disorders and identify appropriate support pathways for themselves and others. • Apply a range of wellbeing techniques, such as self-reflection, stress-management to promote positive mental health. • Make informed decisions that support wellbeing and develop confidence in accessing support services.

Brief overview – year 10

In Year 10, the PSHE curriculum focuses on all four of the core concepts; mental health, love and relationships, employable me and citizenship. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental health is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies, and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CEIAG 3	CEIAG 4	Love & Relationships 6	Citizenship 6	Self – care 7	Self – care 8
Relevant core concepts	- Study skills for KS4 - Revision strategies - Qualifications - Post 16 pathways	- Finding and applying for jobs. - CV and personal statement writing. - Importance of non-qualification information e.g. references. - Preparing for interviews - Applying for work experience placements. - Post 16 and post 18 pathways	- Healthy and unhealthy relationships - Misogyny and gender stereotypes - Consent - Sexual harassment and assault laws - Contraception and STIs - Menstrual and gynaecological health. - Pregnancy and physical health - Unplanned pregnancy choices.	- Youth Violence - Impacts of knife and gun crime on victims and the consequences for perpetrators. - The laws surrounding knife and gun crime and gang associations. - Keeping safe and making good choices.	- Mental health and wellbeing - Dealing with stressful situations e.g. exams - Mental health stigma and seeking support - Suicide prevention - Mental wellness techniques and strategies - Positive self-esteem. - Preparing for summer mock exams.	- Healthy lifestyles - Body Modifications - Public safety awareness - First aid and CPR.
Relevant end points	-Students explore the study skills needed to be successful in their KS4 subjects -Students will re-examine the Willingham's memory model and explore revision techniques to prepare for examination and assessments. -Students will understand post 16 choices and pathways and the importance of achieving their best at KS4. -Students will explore the labour market both locally and nationally and explore future career ideas.	-Students will understand how to apply for post 16/18 pathways and jobs. They will practice writing personal statements and CVs and understand the application process. -Students will explore the importance of qualification in applying for future education pathways and jobs but also the significance of non-qualification qualities and attributes e.g. references and personal statements. -Students will experience mock interviews to help them prepare for future job and educational interviews. -Students will investigate work experience placements and be given help to apply for placements. -Students will link skills taught to post 16 and 18 choices.	-Students will build on previous discussions on what makes a healthy and unhealthy relationships. -Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. -Students will understand sexual harassment and assault laws and where to seek support. -Students will understand the options available for contraception and unplanned pregnancy. They will know what STIs are and where to seek medical advice and support. -Students will explore menstrual and gynaecological health. They will know the importance of good health during pregnancy.	-Students will know about the laws in Britain and the potential sanctions for disobeying these laws. -Students will explore the impacts of knife and gun crime. They will understand the consequences on both the victim and preparators. -Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs. -Students will explore ways to keep themselves safe from youth violence and how to make good choices.	-Students will have an awareness of the different strategies required to deal with stressful situations, loneliness and how to manage their lives, day to day. Students will explore the difference between everyday stress and anxiety and diagnosed mental health conditions. -Students will explore poor mental health and the negative emotions it can cause. They will explore suicide prevention and where to access support. -Students will understand the importance of positive self-esteem and having a positive relationship with oneself -Students will know different mental wellness strategies and techniques to help improve mental health and wellbeing. -Students will given support in preparing for Summer mock exams, including making a revision timetable and a recap of revision techniques..	-Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and why this is crucial during significant life events such as examinations. -Students will understand the consequences of a poor lifestyle and the dangers of specific physical health conditions. -Students will explore the reasons why individuals may choose body modifications such as tattoos, piercings or cosmetic surgeries. They will understand the relevant laws surrounding these procedures and why it is important to make informed choices regarding this. -Students will know how to keep themselves safety public situations. They will understand the run, hide and tell procedure and how to trust their instincts for their own personal safety. -Students will know how to administer first aid for minor ailments and in emergency situations. They will know how to seek help and support from the NHS.

Core substantive knowledge	• Study skills required for success at Key Stage 4, including organisation, and examination preparation. • Revisit Willingham's Memory Model and develop an understanding of how learning, memory, retrieval and long-term retention • A range of effective revision techniques and understand how these can be used to prepare for assessments and examinations. • Educational and career pathways available after Key Stage 4, including sixth forms, colleges, apprenticeships, T Levels, employment and higher education routes. • Importance of academic achievement and how performance at Key Stage 4 can influence future opportunities. • Local and national labour market, including emerging employment sectors, career opportunities, employer expectations and the skills required for future success	• Applying for post-16 and post-18 opportunities, including further education, apprenticeships, training programmes, university pathways and employment. • Application cycle, including completing application forms, writing personal statements and producing effective CVs. • Qualifications in accessing future education and employment • Recognise how academic achievement can support progression goals. • Know employability skills such as personal qualities, skills and attributes, including communication, reliability, resilience, teamwork, references and personal statements. • Purpose/structure of interviews and the expectations of educational and employment selection processes. • Knowledge of work experience opportunities and understand how work placements can support career development/employability • Skills, qualities and experiences developed throughout education and that can support successful progression into post-16 and post-18 pathways.	• Characteristics of healthy and unhealthy relationships, including respect, trust, communication, equality, consent and boundaries. • Build on their understanding of consent, recognising that consent must be freely given, informed, and can be withdrawn at any time. • Develop knowledge of sexual and reproductive health, including how to access reliable advice and support for themselves and others. • Laws relating to sexual harassment and sexual assault and the impact this can have on individuals, relationships and communities. • Range of contraception methods available, understanding their purpose/effectiveness, and develop knowledge of the options available in cases of unplanned pregnancy. • Know what sexually transmitted infections (STIs) are, how they can be prevented/treated, and where to access appropriate medical support. • Menstrual and gynaecological health, and the signs of changes in physical health and seeking support when concerns arise. • How to maintain good physical health during pregnancy for positive health outcomes for parent/baby.	• Laws in Britain and how the legal system helps to maintain safety, order and justice within society. • Understand that individuals are accountable for their actions and that breaking the law can result in a range of sanctions and consequences. • Knowledge of knife crime and gun crime, including the physical, emotional, social and legal impacts these offences can have on victims, families, communities and perpetrators. • Factors that can contribute to youth violence and recognise the significant risks associated with carrying or using weapons. • Know how criminal groups and individuals may use grooming, manipulation, coercion, intimidation or exploitation to encourage young people to join gangs or become involved in illegal activities. • Warning signs of gang involvement and criminal exploitation and know where to access help and support. • Personal safety strategies and the importance of making informed decisions that reduce risk and promote positive outcomes.	• Meaning of mental health and wellbeing and how they are influenced by factors, including relationships, lifestyle, life events and academic pressures. • Difference between everyday experiences of stress, worry and anxiety and diagnosed mental health conditions. • Emotional impact of poor mental health, including feelings of sadness, loneliness, hopelessness and understand the importance of seeking support when experiencing emotional difficulties. • Suicide prevention, recognise that support is available, and the importance of speaking to trusted adults/accessing appropriate services when concerns arise. • Concept of self-esteem and recognise the importance of developing a positive relationship with themselves, including self-respect and self-worth. • Mental wellness strategies and techniques that can support positive mental health/wellbeing. • Importance of effective revision and preparation for exams, including revision timetables and techniques to manage reduce stress.	• Key components of a healthy lifestyle, including the importance of a balanced diet, regular physical activity and sufficient sleep. • Importance of healthy lifestyle during periods of increased demand, such as examinations and other significant life events. • Consequences of poor lifestyle choices and understand how unhealthy behaviours can increase the risk of a range of physical health conditions. • Reasons why individuals may choose body modifications such as tattoos, piercings and cosmetic procedures and understand the legal restrictions, health implications and risks associated with these choices. • Strategies for keeping safe in public places and the principles of the Run, Hide, Tell procedure in response to serious threats. • Importance of situational awareness, trusting their instincts and making informed decisions to protect their personal safety. • Know how to administer basic first aid for minor injuries/emergencies and understand how to access support from the NHS and other emergency services when required.
Core disciplinary knowledge	• Apply a range of study and revision strategies to improve their learning and performance in assessments across their Key Stage 4 subjects. • Evaluate the effectiveness of different revision techniques and select approaches that best support their individual learning needs. • Use self-reflection, goal-setting and organisational skills to monitor progress and take responsibility for their academic development. • Research and evaluate post-16 pathways and make informed decisions about their future education and career options. • Analyse labour market information, identify trends and opportunities in employment, • Apply career planning skills to develop realistic aspirations.	• Research/apply for appropriate post-16/18 opportunities that fit with their strengths and aspirations. • Write personal statements, application forms and professional CVs that effectively communicate their achievements and skills. • Assess the role of qualifications, personal attributes and skills and make informed decisions about their future. • Practise interview techniques, responding confidently to questions and reflecting on their performance. • Identify and apply for suitable work experience placements and evaluate the skills and knowledge gained through these experiences. • Reflect on their strengths, areas for development and future goals.	• Analyse the features of healthy and unhealthy relationships and apply this to a range of real-life/hypothetical situations. • Use knowledge of consent to recognise situations where consent is absent, pressured or withdrawn. • Identify appropriate sources of support and demonstrate confidence in accessing services relating to sexual/reproductive health. • Evaluate the impact of sexual harassment and sexual assault ,and behaviours that may place individuals at risk, identifying appropriate reporting pathways. • Compare different methods of contraception, evaluate factors that influence contraceptive choices and make informed judgements about sexual health decisions. • Assess risks associated with STIs and identify strategies and services that	• Evaluate the importance of laws and assess the consequences of criminal behaviour for individuals and society. • Analyse the impact of knife crime, gun crime and youth violence from a range of perspectives, considering the effects on victims, perpetrators, families and communities. • Identify the tactics used to groom, manipulate or coerce young people into gangs or criminal activity and assess situations for potential safeguarding risks. • Recognise unsafe situations, evaluate risks and make informed choices that support their safety and wellbeing. • Identify appropriate sources of support, report concerns effectively and demonstrate strategies for resisting negative influences, exploitation and involvement in criminal activities.	• Identify factors that affect mental health and wellbeing and evaluate the impact these factors can have on themselves and others. • Distinguish between everyday stress and anxiety and situations where additional support or professional intervention may be required. • Recognise signs of poor mental health, loneliness and emotional distress and identify appropriate support services and help-seeking pathways. • Apply strategies to manage stress, build resilience and cope effectively with challenges encountered in everyday life. • Evaluate the importance of positive self-esteem and use techniques to foster a healthier relationship with themselves and others. • Select and apply a range of wellbeing strategies to support their	• Evaluate lifestyle choices and assess how diet, exercise and sleep contribute to physical health, wellbeing and academic performance. • Analyse the potential consequences of unhealthy behaviours and make informed decisions that support long-term health and wellbeing. • Assess the benefits, risks and legal considerations associated with body modifications when considering decisions that may affect their health and wellbeing. • Demonstrate an understanding of personal safety strategies by identifying risks in public situations, assessing potential threats and applying appropriate responses, including the Run, Hide, Tell guidance where relevant. • Make reasoned decisions that prioritise their safety and the safety of others.

			support prevention, testing and treatment. • Apply their understanding of menstrual, gynaecological and reproductive health to recognise when medical advice is needed. • Evaluate lifestyle choices and health behaviours that contribute to positive health during pregnancy.	• Evaluate ways of promoting safety, responsibility and positive citizenship within their communities.	mental health and emotional wellbeing. • Demonstrate the ability to organise their revision effectively, create realistic revision timetables, evaluate the effectiveness of different revision approaches and apply study techniques that support successful preparation for assessments and examinations while maintaining positive wellbeing.	• Demonstrate practical problem-solving skills by applying basic first aid knowledge to a range of scenarios, recognising when emergency assistance is required and identifying appropriate healthcare and support services available through the NHS and other agencies.
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Brief overview – year 11

In Year 11, the PSHE focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. Key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further PSHE) they will have had this information.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	CEIAG 5	Self – care 9	Self – care 10	Love & Relationships 7	Revision and examinations.	
Relevant core concepts	- Revision techniques and study skills - Applying for college and apprenticeships.	- Preparing for life after school - Financial skills - Independent living - Opening a bank account - Renting and buying - Student services and loans.	- Mental health and wellbeing - Physical health and wellbeing - Healthy lifestyles - Using NHS and support services - Suicide prevention and support.	- Alcohol and drug awareness and safety - Sexual and reproductive health - Consent and appropriate behaviours in intimate relationships. - Equality and diversity - Subcultures and misogyny and learning from positive gender role models - Online safety		
Relevant end points	- Students will have the opportunity to develop revision strategies and practice key study skills. -Students will be given support in designing a revision timetable for their Autumn mock examination. -Students will be given help to apply for college places and/or apprenticeships. - -	-Students will explore the skills needed in future stages of their lives e.g. financial support. -Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services. -Students will explore financial implications of the next stage of their education e.g. university and how to access financial support and services.	-Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on their day to day lives and where to seek support. -Students will explore physical health and how to administer self-care and first aid. -Students will understand the risks of specific medical conditions and re-visit self-screening. -Students will re-visit choices around vaccinations and blood/organ donation. - Students will know how to use the NHS and seek support for physical and mental health	-Students will have a sound knowledge of consent as well as sexual and reproductive health and they will know how to seek support and how to support others in gaining support. -Students will have a clear understanding of equality and diversity and how this link to healthy and unhealthy relationships. -Students will explore the influences of sub cultures and misogyny, particularly online. Students will explore how to learn from positive gender role models. -Students will re-visit online safety; including peer pressure, influencers, deep fakes and use of AI and algorithms in targeted advertising.		
Core substantive knowledge	- Range of effective study skills and revision strategies that support successful learning, retention and examination performance. - Develop knowledge of evidence-informed revision techniques, including retrieval practice, spaced practice, self-testing, organisation and time management. - Importance of planning and preparing for assessments - How to create and use a revision timetable to support effective preparation for Autumn mock examinations. - Knowledge of post-16 opportunities, including further	- Practical skills required to manage key aspects of adult life and become increasingly independent. - Develop knowledge of personal finance, including how bank accounts work, how to manage money effectively, pay bills and access essential financial and public services. - Understand the financial responsibilities that come with adulthood and the importance of budgeting, financial planning and making informed financial decisions. - Knowledge of the financial implications associated with different post-16 and post-18 pathways,	- Key components of a healthy lifestyle, including the importance of maintaining a balanced diet, engaging in regular physical activity and getting sufficient sleep to support physical health, mental wellbeing and overall quality of life. - How mental health can affect thoughts, feelings, behaviours and daily functioning, and recognise the importance of seeking support when mental health concerns arise. - Knowledge of physical health and self-care, including how to respond appropriately to minor illnesses and injuries and the principles of basic first aid.	- Meaning and importance of consent within relationships and develop secure knowledge of sexual and reproductive health, including how and where to access reliable information, advice and support for themselves and others. - Concepts of equality, diversity and inclusion and recognise how these principles underpin healthy, respectful relationships. - Know that discrimination, prejudice and unequal power dynamics can contribute to unhealthy relationships and harmful behaviours. - Understanding of subcultures and online communities and how these can positively or negatively influence attitudes, values and behaviours.		

	education, sixth form and apprenticeship pathways, and understand the application processes involved. Key components of successful college and apprenticeship applications, including deadlines, entry requirements and the importance of presenting their skills, achievements and aspirations effectively.	including further education, apprenticeships and higher education. - The costs that may be associated with university study and independent living and know about the range of financial support available, including student finance, bursaries, scholarships and other support services. - Awareness of the resources and organisations available to help young people manage finances and access support as they progress into adulthood.	- Risks associated with certain medical conditions and the importance of self-screening and early identification of potential health concerns. - Revisit their understanding of vaccinations, blood donation and organ donation, including their role in protecting individual and public health. - How the NHS supports physical and mental health, understand the range of healthcare services available, and know how to access appropriate medical advice, treatment and support when needed.	- Know what misogyny is and understand how misogynistic attitudes and behaviours can be expressed both online and offline. - Importance of positive gender role models in promoting respect, equality and healthy relationships. - Revisit key aspects of online safety, including the influence of peer pressure, social media influencers, deepfakes, artificial intelligence and algorithms used in targeted advertising. - Understand how digital content can influence opinions, behaviours and decision-making and recognise the risks associated with misinformation, manipulation and online exploitation.	
Core disciplinary knowledge	- Apply a range of revision and study strategies to improve their learning, monitor their progress and prepare effectively for examinations. - Demonstrate organisational skills by creating and implementing realistic revision timetables that balance academic demands and personal wellbeing. - Evaluate the effectiveness of different revision techniques and select approaches that best support their individual learning needs. T - Research, compare and assess post-16 pathways and make informed decisions about their future education and career options. - Demonstrate the practical skills required to complete college and apprenticeship applications, including interpreting entry requirements, meeting deadlines, presenting their strengths and achievements effectively, and making informed choices that align with their future goals and aspirations	- Apply financial literacy skills to real-life situations by evaluating financial products and services, managing basic financial responsibilities and making informed decisions about money. - Demonstrate the ability to access, interpret and use information relating to banking, budgeting and financial support services. - Assess the financial implications of different education and career pathways and compare the costs, benefits and opportunities associated with each option. - Apply decision-making and planning skills to identify appropriate sources of financial support and evaluate how these can help them achieve their future goals. - Demonstrate increasing independence by researching services, accessing support when required and making informed choices about their education, finances and future progression routes.	- Evaluate lifestyle choices and assess how diet, exercise, sleep and wellbeing contribute to positive physical and mental health outcomes. - Identify factors that can affect mental health and wellbeing and apply strategies to maintain their own health and seek support appropriately when required. - Demonstrate the ability to apply self-care and basic first aid knowledge to a range of everyday situations and determine when professional medical assistance is necessary. - Recognise signs and symptoms that may require self-screening, monitoring or medical intervention and make informed decisions about managing their health. - Evaluate the benefits and considerations associated with vaccinations, blood donation and organ donation and make informed judgements based on evidence and health information. - Demonstrate confidence in navigating healthcare systems by identifying appropriate NHS services, accessing reliable health information and seeking timely support for both physical and mental health concerns.	- Apply their understanding of consent, equality and diversity to assess and evaluate different relationship scenarios and identify behaviours that contribute to healthy or unhealthy relationships. - Recognise when support may be needed and identify appropriate services and pathways for seeking help for themselves or others. - Evaluate the influence of subcultures, online communities and gender stereotypes on attitudes and behaviours and assess the impact of misogyny on individuals, relationships and society. - Identify positive role models and evaluate the qualities and behaviours that promote respect, inclusion and equality. - Analyse online content, recognising the influence of peer pressure, influencers, algorithms, artificial intelligence and deepfake technology. They will evaluate the reliability and intent of digital information, identify potential risks and manipulation, and make informed, responsible decisions that support their safety, wellbeing and positive participation in online environments.	