

Half term	Topic	Objectives	Key knowledge
Autumn 1		1. To know there are a range of actions I can use to enhance protect and protect my health; both now and in the future.	Our actions and habits now can affect our future health Some factors that affect our health are within our control; some are not.
		2. To know about health in society, to understand common and future threats to national health and to consider who we trust regarding health information	Governments have a duty to protect national health. Health is interconnected and overlaps with social factors. Health influencers are not always medically trained, be sceptical and use critical thinking .
		3. To critically consider mental health in a societal and environmental context and to understand the positive impact that community action and volunteering	There is a bi-directional relationship between mental health and society. Volunteering has benefits for the individual and society

		have on mental health.	
		4. To consider how a healthier future might be achieved through design and to suggest ways our school can be a healthier place.	Our environment affects how we feel. We can impact and change our environment. Design can centre health.
		5. Student voice- Design a healthier school.	
		6. To know how to develop a healthy body image and to critically examine the messaging on this.	Media messages about body image often promote unrealistic beauty standards. Developing a healthy body image involves self-acceptance and critical thinking about media influences.
		7. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Autumn 2 Living in the wider world	Financial descison making	1. How to create and manage a personal budget and evaluate different savings options. To explain how budgeting can	Creating and managing a personal budget helps to avoid financial risk and supports responsible spending. Savings options should be evaluated based on goals, interest rates, and accessibility.

		help avoid financial risk.	
		2. To understand what debt is and how to manage it responsibly and to know about credit scores and why they matter.	Debt is money owed and should be managed responsibly to avoid financial stress. Credit scores reflect financial behaviour and affect access to loans and services.
		3. To understand how personal data is collected and used and explore how targeted advertising influences financial decisions.	Personal data is collected online and used to influence financial decisions through targeted advertising.
		4. To identify how thinking errors influence gambling behaviour and recognise the link between gambling and debt. To examine strategies for managing gambling influences, especially online.	Thinking errors, such as chasing losses, can lead to harmful gambling behaviours. Gambling can lead to debt and financial instability, especially when influenced by online platforms. Strategies such as self-exclusion and financial limits can help manage gambling influences.
		5. To understand types of illegal financial activity and to learn how to protect personal information and money online.	Illegal financial activities include fraud, scams, and identity theft. Protecting personal information online helps prevent financial crime and loss.

		6. To revisit missed learning, recap learning and address any misconceptions through assessment.	
Spring 1 Relationships		1. To know about human sexuality including anatomy and diversity.	Human sexuality includes a range of identities, orientations, and anatomical differences.
		2. To know about and analyse some assumptions and misconceptions around sexual relationships.	All relationships are unique Sexual relationships are often misunderstood due to social myths and assumptions.
		3. To know about safe sex and sexual health. To know how to safely use a condom.	
		4. To know how consent works in practice and how to communicate around consent.	Consent involves clear communication, mutual agreement, and the ability to say no at any time. Stereotypes about gender, sexuality, and relationships can frame out understanding of consent.
		5. To examine pressure and coercion in sex and relationships and to know how to communicate assertively.	Assertive communication helps individuals express boundaries and protect their wellbeing. Pressure and coercion in relationships undermine consent and personal autonomy.

Spring 1		6. To know how to recognise and challenge victim blaming. To revisit missed learning and address misconceptions through assessment.	Victim blaming reinforces harmful stereotypes and discourages people from seeking help or reporting abuse. Challenging victim blaming involves speaking up, correcting misconceptions, and promoting empathy and support for victims.
Spring 2		To understand how role models influence decision-making and behaviour and to evaluate the rise in conspiracy theories.	Role models can positively inspire resilience, ambition and healthy lifestyles. Negative role models may normalise harmful behaviours (e.g. crime, substance misuse). Conspiracy theories spread easily and are difficult to challenge.
		To evaluate the impact of media portrayals of violence	Misrepresentation in films, music, or social media can normalise criminal behaviour. Media literacy skills enable students to separate fact from harmful stereotypes.
		To understand the personal and community consequences of substance use.	Drugs and alcohol impair judgement, increasing risk-taking and vulnerability. Substance misuse can harm physical and mental health long-term. Families and communities are negatively affected by drug-related crime and addiction.
		To analyse how peers can influence behaviour in risky situations.	Peer groups strongly influence adolescents' choices around substances and crime. Social pressure can lead to compliance, even against personal values. Assertiveness strategies can help resist negative peer influence.

		To develop strategies for staying safe in risky or pressurised situations.	Unsafe situations may involve substances, gangs, or coercion. “Exit strategies” (e.g. excuses, safe contacts, leaving the scene) reduce personal risk. Seeking trusted adult support is essential when safety is threatened.
		To know where and how to access help for substance misuse or exploitation.	Addiction and gang involvement require early intervention to reduce harm. Support services (e.g. school, health services, helplines) are confidential and non-judgemental. Friends can be encouraged to seek help, but safeguarding comes first.
Summer 1		To explore the importance of belonging and inclusion in communities.	A sense of belonging supports wellbeing and resilience. Inclusive communities value respect and diversity. Isolation can increase vulnerability to extremist influence
		To understand the Equality Act and its role in protecting rights.	The Equality Act 2010 protects against discrimination based on protected characteristics. Respect for diversity strengthens democratic societies. Prejudice and discrimination can contribute to social division.
		To analyse how misinformation spreads and influences beliefs.	Social media can amplify false or biased information. Algorithms may target individuals with specific content to shape beliefs. Fact-checking and critical literacy help identify misinformation.

		To manage disagreements without hostility or harm.	Disagreement is normal but can escalate without respectful communication. Respectful debate requires listening, questioning and using evidence. Exposure to diverse views supports critical and balanced thinking.
		To identify signs of extremist grooming and radicalisation.	Extremist groups may target vulnerable individuals through online or face-to-face grooming. Warning signs include secrecy, withdrawal, adopting extreme views, or rejecting former friends. Radicalisation can involve political, religious or ideological beliefs.
		To know safe ways to challenge extremism and access support.	Extremism can be challenged through safe reporting and community action. It is unsafe to confront extremist individuals directly. Reporting concerns to trusted adults, Prevent, or safeguarding teams protects communities.
Summer 2 Living in the wider world	Work experience	To link personal strengths and interests to career opportunities.	Everyone has transferable skills and personal qualities. Careers require different skill sets, values, and qualifications. Self-reflection supports realistic goal-setting.
		To understand expectations and responsibilities in the workplace.	Professional behaviours include punctuality, communication, and reliability.

			Health and safety regulations protect employees in all workplaces. Work experience is an opportunity to develop transferable skills.
		To develop strategies for handling workplace challenges.	Common challenges include unfamiliar tasks, mistakes, or conflict. Problem-solving, resilience, and seeking support help overcome challenges. Workplace learning often comes through trial, error, and reflection.
		To understand the impact of digital presence on employability.	Employers often check online activity before recruitment. Positive online presence can enhance employability (e.g. LinkedIn). Managing privacy settings reduces risks from digital footprints.
		To reflect on learning from work experience and identify growth areas.	Reflective practice involves analysing strengths and areas for improvement. Feedback from supervisors helps identify next steps. Work experience can influence future subject or career choices.