

Subject:	Learning For Life	Year	7	Ability	All
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Term / Date(s)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topic	Transition, Safety and Mental Health	Mental Wellbeing and Health	Developing Skills, Aspirations, Community and Careers	Health and Personal Awareness	Democracy, Government and the Rights and Responsibilities of Citizens	Financial Decision Making
Students will learn...	Students will learn how to manage the transition to secondary school by building positive friendships, developing resilience, and taking responsibility for their personal safety and wellbeing. They will explore strategies to understand and manage their emotions, recognise their strengths, and develop effective study skills to support their learning. Students will learn about the changes that occur during adolescence, how to maintain positive mental health and emotional wellbeing, and how to recognise when support may be needed. They will also learn basic first aid skills, challenge stigma surrounding mental health, and understand how to access help for themselves and others.	Students will learn how to increase personal safety, seek help, and report harmful behaviour, while building awareness of support available in school, the community, and online, including for young carers and those affected by adverse childhood experiences. Students will learn how to understand and manage emotions, including stress, anxiety, low mood, loneliness, and grief, and how relationships, communication, and emotional vocabulary support positive mental wellbeing. Students will learn how healthy lifestyle choices such as exercise, sleep, kindness, time outdoors, and managing screen time contribute to wellbeing, and how mindfulness and coping strategies can support emotional regulation.	Students will learn about different careers, the skills, qualities, and qualifications required for various roles, and how to develop broad and ambitious future aspirations. In addition, they will learn how to identify and evaluate their own skills, including key employability and “soft” skills such as communication, teamwork, leadership, independence, and problem-solving. Students will learn about different types of employment, including self-employment and voluntary work, and how to set challenging goals to broaden aspirations and future opportunities. Students will learn about equality in the workplace, including different forms of discrimination, and how to challenge stereotypes while understanding the importance of equal opportunities and fair pay.	Students will learn about the impact of online activity on physical and mental wellbeing, including the benefits of limiting screen time and recognising the risks of harmful or misleading content. They will also learn how lifestyle choices, cosmetic procedures, and misinformation can affect health, and how to access accurate, reliable information to make informed decisions. Students will learn how to access and use healthcare services effectively, including GPs, pharmacies, A&E, sexual health services, and local support organisations, and how to make informed decisions about when and where to seek medical help. Students will learn about key aspects of physical health and wellbeing, including hygiene, infection prevention, dental care, sleep, medicines, and self-checking their bodies, as well as understanding consent, Gillick competence, and how healthcare decisions are made appropriately at different ages.	Students will learn about the development of democracy in the United Kingdom, including the roles of citizens, Parliament, and the monarch. They will also learn how Parliament operates, including elections, voting, and the role of political parties in democratic decision-making, alongside an understanding of patriotism within the UK and other countries. Students will learn about the rights and freedoms enjoyed by citizens in the UK and beyond, and understand the importance of British Values, including how these relate to the Prevent agenda and supporting safe, inclusive communities. Students will learn about the role of public institutions and voluntary organisations in society, and how citizens can work together to improve their communities through participation, collaboration, and active involvement in school and wider society.	Students will learn about the functions of money, including budgeting, saving, spending, and managing financial risk, to develop essential life skills for everyday and future financial decision-making. They will also learn how to understand key financial terms and interpret information such as payslips, including salary, tax, national insurance, and student loans. Students will learn how to make safe and informed financial choices, including understanding credit, debt, loans, and the risks associated with borrowing and financial risk-taking behaviours. Students will learn about ethical and unethical business practices and consumer choices, including issues such as gambling and loan sharks, and how to apply this understanding to make responsible financial decisions in the future.
Components	Students will understand how to identify, manage and express their emotions when faced with challenging issues such as moving to a new school and establishing and managing friendships to support transition when moving to secondary school and taking control of their own personal safety. Students will learn how to improve their study skills whilst identifying personal strengths and areas for development to take responsibility for their own learning at secondary school.	Students will understand how to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. They should learn ways of seeking help when needed and how to report harmful behaviour. In addition, they should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Students will understand how to talk about their emotions accurately and	Students will understand what a career is and will learn about a broad range of careers, including the abilities and qualities required for different roles to broaden their future aspirations from a young age. Students will understand what soft skills employers value and how to evaluate their own skills, Students will learn how to be enterprising, including communication, teamwork and leadership to work independently and problem solve effectively.	Students will understand the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. Students will understand how to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Students will understand the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. In addition, students will understand Patriotism within the UK and other countries. Students will understand the operation of Parliament, including voting and elections, and the role of political parties. Students will understand the precious liberties enjoyed by the	Students will understand the functions and uses of money, the importance and practice of budgeting, and managing risk. Students will understand how to read financial documents such as a wage slip to teach basic life skills and ensure students understand about basic financial terms such as; salary, national insurance, tax, student loan. Students will understand how to make safe financial choices relating to saving and spending to

	Students will learn how to administer basic first aid and respond to an emergency to help keeps themselves and others safe. Students will understand how to manage challenges during adolescence and refrain from negative thinking to support and their mental and emotional wellbeing both inside and outside of school. Students will learn strategies to promote mental health and emotional well-being, whilst identifying the signs of mental and emotional ill-health to access support and appropriate treatment where needed. Students will learn about the portrayal of mental health in the media and the stigma attached to mental health to challenge stereotypes and misinformation.	sensitively, using appropriate vocabulary. In addition, students will understand the key terms surrounding mental health such as Emotional Wellbeing, Stress, Anxiety and learn key skills to deal with at a personal level. Students will understand that happiness is linked to being connected to others. They should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. Students will understand that worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal. Students will understand the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. Students will learn about the role of a young carer and what this entails. Students will be signposted to support both inside and outside of school if this affects them or peers. Students will learn about Childhood Adversity (ACEs) and how this can impact mental health and wellbeing of themselves and their peers. They will understand where to seek support if this affects them. Students will understand how to access trustworthy and reliable support within their local community, in school and online to ensure students are supported in all areas of their lives. Students will learn about how to cope with loss and how to support others who may be going through the grieving process.	Students will understand different types of discrimination in relation to work and pay to understand equal opportunities within the workplace. Students will learn how to challenge stereotypes and discrimination and understand equal opportunities to understand about equality and values in life and work. Students will learn about different types of employment, self-employment and voluntary work and set aspirational goals, to challenge expectations that limit choices. Students will understand how to set challenging goals to challenge and stretch their own and other's aspirations.	Students will understand factual information about the prevalence and characteristics of both minor and more serious health conditions. Students will understand personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics. In addition, students will understand the dangers of the misuse of prescribed and over-the-counter medicines. Also, students will learn about personal hygiene, understanding the basics surrounding the frequency of tasks such as changing bedding, showering, washing hair. Students will understand the importance of dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist. Students will understand how to make decisions about their own physical wellbeing and how to access appropriate medical care and where to find this including at pharmacies. Students will understand that these are knowledgeable healthcare professionals. Students will understand the importance of checking their own physical health, understanding what changes could take place in their body and what this could mean and where best to seek medical advice. Students will understand the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. Students will understand the importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. Students will understand the concept of Gillick competence and that the	citizens of the United Kingdom and outside of the UK. Students will understand the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities. Students will revisit the British Values and the importance of this with regards to the Prevent Agenda.	understand the importance of financial education from an early age. Students will understand ethical and unethical business practices and consumerism to make smart and considered financial / business decisions in the future. Students will understand the importance of saving, spending and budgeting to give them basic life skills that can be utilised in the future, such as understanding the financial risks of credit cards and loans. Students will understand how to manage financial risk-taking behaviours such as gambling, debt, loans and loan sharks to make responsible financial decisions in the future.
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What Students should already know (prior learning components)	In KS2, students should have covered the following components to support the current topics:- Relationships -Emotions / Mental Health -Personal Safety - Drugs & Alcohol - Media & Digital Literacy	In KS2, students should have covered the following components to support the current topics: -Relationships -Emotions / Mental Health -Personal Safety -Drugs & Alcohol -Media & Digital Literacy	In KS2, students should have covered the following components to support the current topics: -Relationships -Emotions / Mental Health -Personal Safety -Drugs & Alcohol -Media & Digital Literacy	In KS2, students should have covered the following components to support the current topics: -Relationships -Emotions / Mental Health -Personal Safety -Drugs & Alcohol -Media & Digital Literacy	In KS2, students should have covered the following components to support the current topics: -Relationships -Emotions / Mental Health -Personal Safety -Drugs & Alcohol -Media & Digital Literacy	In KS2, students should have covered the following components to support the current topics: -Relationships -Emotions / Mental Health -Personal Safety -Drugs & Alcohol -Media & Digital Literacy
Golden Knowledge	- Understand that transition to high school can be a challenging time. Understand that there is lots of support in school for students struggling with transition. - Understand that there are lots of hormonal changes happening with transitioning to school. - Understand that there are many different mental health symptoms. - Understand that emotions are complex. - Understand that stereotypes and misconceptions surrounding mental health should be challenged.	- Understand that some students take on the role of a young carer. - Understand that we can't know everyone's background and it's important to be kind. - Understand that there is support available both internally and externally. - Understand how to cope with loss and bereavement. - Understand that there are negative aspects to screentime.	- Understand that there are different types of discrimination in a workplace environment. - Understand that it is important to professionally challenge workplace discrimination. - Understand that there are different forms of employment. - Understand that it is important to set goals and have future aspirations to succeed.	- Understand that basic hygiene is a human right. - Understand that sleep has an impact on both mental and physical health. - Understand that it is important to take responsibility for one's own physical health. - Understand that everyone should carry out physical and mental health checks on themselves regularly. - Understand that Dental Health is vital. - Understand that everyone has access to free healthcare with the NHS. - Understand that Vaccinations are vitally important to	- Understand that British Values are vital to the Prevent Agenda. - Understand that citizenship is an integral part of the PSHE curriculum. - Understand that UK citizens have precious liberties. - Understand that the UK has a monarchy.	- Understand that wage slips are a key piece of information. - Understand that people pay Tax and what this is used for. - Understand what National Insurance is used for. - Understand that there are risks surrounding credit cards. - Understand that it is important to make safe financial choices. - Understand that saving money is important for the future.

				protecting our community and ourselves.		
Transferrable knowledge (skills)	•Tolerance and understanding of others emotions and mental health. •How to consider a wide range of views and be respectful of those with differing opinions to their own. •An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty). •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. •Life skills of risk management and awareness.	•British Values including: Tolerance and Mutual •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. •How to offer support and signpost to services available both inside and outside of school.	•Communication Skills, including Teamwork, Leadership and Problem Solving. •Setting Aspirational goals •Applying independence to everyday problems •Abilities and qualities required for differing roles •How to challenge stereotypes and discrimination •Understand equality and equal opportunities •How to consider a wide range of views and be respectful of those with differing opinions to their own. •Life Skills of Teamwork, Independence and Problem Solving and Research. The ability to apply Study Skills to a range of different subjects across school	•How to consider a wide range of views and be respectful of those with differing opinions to their own. • How to consider own personal safety •How to seek medical appropriate medical attention - NHS Website / Pharmacy / 111 / GP / A&E / 999 •How to notice physical changes in their body •Understanding the importance of vaccinations •Understanding the impacts on mental health	•An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law) •How to consider a wide range of views and be respectful of those with differing opinions to their own. •The ability to consider one's own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others. •How monarchy impacts society within the UK. •How political parties impact society within the UK. • How to be an active citizen.	•An ability to understand basic financial documentation (wage slip) in order to inform basic life skills. •Understanding of basic financial terms (Salary, National Insurance, Tax, Income, Pension, Student Loan). •How to make smart financial decisions in the future and where to go for impartial financial advice where required. •Importance of saving and budgeting - The risks associated with debt and loans.
Key vocabulary pupil will know and learn	Mental Health Wellbeing Emotions Transition Stigma Stereotypes Resilience Coping Strategies Safeguarding Misinformation Tolerance Respect British Values Individual Liberty Study Skills	Mental Health Wellbeing Emotions Tolerance Respect Mutual Respect Stress Signposting Young Carer Childhood Adversity Loss Grief Reliable Support Services	Enterprise/Enterprising Aspirations Equality Equal Opportunity Communication Teamwork Independence Leadership Careers Stereotypes Discrimination Team work Research Study Skills	Personal Hygiene Medical Services Appropriate Sleep hygiene Screen Time Self Awareness Lumps Moles SPF Cosmetics Aesthetics Dental / Dentist Vaccinations Immunisations Herd Immunity	British Values Citizenship Precious Liberties House of commons House of Parliament Operations Voting Elections Monarchy Patriotism	Wage Slip National Insurance Pension Tax Student Loan Income Outgoings Budgeting Saving Ethical Un-ethical Consumerism Credit Card Gambling Loan Loan Shark Debt
Assessment activities	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny	- Staff to support students learning by encouraging purple pen throughout the lessons. -Student Voice -Work Scrutiny
Notes Why this topic is important Why this topic is important...	This topic is important because it supports students with the transition to secondary school, teaching those fundamental study skills and British Values. It develops understanding of risk management and personal safety, which will also support them through the school transition and teach independence. It will allow students to understand mental and emotional health, whilst offering support to those students who require it.	This topic is important as students will understand the importance of looking after their own mental wellbeing as well as supporting others with theirs. Students will be introduced to key safeguarding initiatives and support offered within school. Students will understand the importance of referring themselves and others for support where they deem necessary. Students will understand how to access support in a variety of methods to ensure	This topic is important as students will learn basic and important life skills early within their secondary school education which can be applied throughout their education. Students will understand a wide range of career opportunities which will give them an insight into the real world and will broaden their future aspirations upon leaving education.	This topic is important as it gives students a sense of self awareness. It encourages students to take an active role in ensuring they are healthy and to notice any changes within their own body and wellbeing. This unit will encourage students to understand the importance of using the NHS accurately and appropriately. Students will understand the importance of Dental health and will be encouraged to received dental healthcare. Students will understand the importance of	This topic is important as students will begin to understand how citizenship education will give them the knowledge and skills to understand, challenge and engage with democratic society. Student will begin to understand the different political parties and their beliefs. Students will understand the concept of the Monarchy within the UK and how this impacts various elements of the UK aswell as other countries. Students will understand the	This topic is important because it teaches students about making independent financial decisions for the future. It teaches students the importance of saving and budgeting their finances so that they do not find them selves in debt and having to make risky financial decisions.

		students are kept safe both inside and outside of school.		vaccinations and immunisations and why people are encouraged to have these.	importance of voting how this contributes to a fair society.	
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about transition to secondary school, friendships and emotional wellbeing may touch on sensitive experiences. Staff will keep discussions focused on the learning content and scenarios provided, rather than encouraging students to share personal experiences. Any safeguarding concerns disclosed will be managed in line with the school's safeguarding procedures. - Activities exploring emotions, resilience and coping strategies may prompt students to reflect on personal challenges. Students will not be required to disclose personal circumstances, and staff will provide appropriate support and signposting where needed. - When discussing personal safety, staff will ensure examples and scenarios are age-appropriate. Discussions will focus on recognising risks, seeking help and accessing trusted support rather than exploring potentially harmful situations in detail. - Lessons on study skills, personal strengths and areas for development will be delivered in a way that promotes self-confidence and growth. Staff will avoid activities that could lead to students feeling singled out or negatively compared with their peers. - First aid and emergency response activities will use appropriate demonstrations and scenarios. Staff will avoid graphic descriptions or images of injuries and will emphasise the importance of seeking adult assistance and emergency services when required. - Discussions relating to adolescence, mental health and emotional wellbeing may include references to anxiety, stress, low mood and other common emotional challenges. Staff will use age-appropriate language and will not ask students to disclose personal mental health experiences.	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about personal safety in public spaces will be delivered using age-appropriate scenarios and will focus on recognising risk, seeking help and reporting concerns. Staff will reinforce that responsibility for harm always lies with the perpetrator and that victims are never to blame. - Teaching about emotions, emotional vocabulary, stress, anxiety and mental wellbeing will be delivered in a supportive and non-clinical manner. Students will not be required to disclose personal mental health experiences or family circumstances. - Lessons exploring happiness, loneliness and emotional wellbeing will focus on normalising a range of emotions. Staff will ensure that students are not pressured to share personal experiences of loneliness, distress or mental health concerns in front of peers. - Teaching about worry, low mood and emotional regulation will emphasise that such feelings are common and manageable. Staff will avoid encouraging students to disclose personal experiences of mental ill-health and will provide appropriate support if concerns arise. - Discussions about coping strategies, physical activity, sleep, outdoor activity, community participation and volunteering will focus on general wellbeing benefits rather than individual behaviours or health conditions. - Lessons involving young carers will be handled sensitively. Students will not be required to identify themselves publicly as young carers, and any disclosures will be managed in accordance with school safeguarding and pastoral procedures. - Teaching about adverse childhood experiences (ACEs) will be delivered in a trauma-informed and age-appropriate way. Staff will avoid	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about careers, aspirations and future pathways will be delivered using inclusive and age-appropriate examples. Staff will ensure that all students are encouraged to consider a broad range of opportunities and will avoid reinforcing stereotypes or limiting expectations based on background or personal characteristics. - Teaching about employability skills, including communication, teamwork, leadership and problem-solving, may involve group or paired activities. Staff will ensure that participation is supportive and that no student is placed under undue pressure or singled out. - Lessons exploring self-evaluation of skills and personal development will focus on reflection and growth. Students will not be required to disclose personal circumstances, barriers or perceived limitations in front of peers. - Discussions about different types of employment, self-employment and voluntary work will be delivered in a factual and balanced manner. Staff will avoid promoting specific career pathways over others and will ensure that all routes are presented as valid options. - Teaching about ambition, goal setting and aspiration will be supportive and non-judgemental. Staff will ensure that students are not compared against one another or made to feel that their goals are unrealistic or insufficient. - Lessons addressing discrimination and equal opportunities in the workplace will be delivered using age-appropriate examples. Staff will challenge discriminatory language or attitudes in line with school policies and ensure that discussion remains respectful and inclusive. - Teaching about stereotypes in relation to work, pay and career opportunities will focus on recognising unfair assumptions and promoting equality. Students will be	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about online safety, screen time and digital wellbeing will be delivered in an age-appropriate and non-judgemental manner. Staff will avoid requiring students to disclose personal device usage, online behaviour or home routines. - Teaching about physical health, hygiene, infection prevention and illness will be factual and focused on general health knowledge. Students will not be required to share personal medical conditions, symptoms or family health information. - Lessons covering germs, viruses, bacteria, antibiotics and medication will focus on safe use, prevention and public health. Staff will avoid providing detail that could encourage misuse of medicines or unsafe experimentation. - Discussions about misuse of prescribed or over-the-counter medicines will be delivered carefully, focusing on risks and safeguarding. Staff will avoid detailing methods of misuse beyond what is necessary for safety education. - Teaching about dental health, oral hygiene and diet will be delivered sensitively, avoiding judgemental language about personal hygiene habits or home circumstances. - Lessons exploring healthcare services (GPs, A&E, pharmacies, sexual health clinics and third sector services) will focus on how and when to access support. Students will not be required to disclose personal health needs or service use. - Teaching about health conditions will be factual and evidence-based. Staff will avoid encouraging self-diagnosis and will emphasise the importance of seeking advice from qualified healthcare professionals. - Discussions about physical health checks, bodily changes and when to seek medical advice will be delivered in a sensitive and age-appropriate way. Students will not be required to disclose personal health concerns or perform self-checks in front of others.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about democracy, Parliament, voting, elections and political systems will be delivered in a balanced and non-partisan manner. Staff will ensure that no political viewpoint is promoted over another and that all content remains factual and educational. - Discussions about political systems, citizenship and the role of the monarch will be age-appropriate and focused on understanding institutions and processes rather than encouraging personal political opinions or affiliations. - Lessons exploring patriotism, national identity and citizenship will be delivered sensitively and inclusively. Staff will ensure that all students feel represented and respected, regardless of background or personal beliefs. - Teaching about rights, liberties and public institutions will focus on factual understanding of how systems operate. Students will not be required to disclose personal political views, family beliefs or cultural perspectives. - Discussions about political parties and elections will be handled in a neutral and balanced way. Staff will avoid expressing personal opinions or encouraging students to align with particular parties or ideologies. - Lessons exploring civic participation, volunteering and community engagement will encourage positive citizenship and social responsibility. Participation in school-based activities will be voluntary and inclusive. - Teaching about British Values and the Prevent Duty will focus on safeguarding, resilience to extremist influences and respect for diversity. Content will be delivered in a factual way that avoids promoting or amplifying extremist ideologies. - Discussions about extremism or radicalisation (where referenced through British Values) will remain safeguarding-focused and will not	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about money, budgeting, saving and financial decision-making will be delivered in an age-appropriate and practical manner. Staff will ensure that students are not required to disclose personal or family financial circumstances. - Lessons exploring income, wages, tax, national insurance, student loans and payslips will focus on factual understanding of financial systems. Students will not be asked to share personal or household financial information. - Discussions about saving, spending and budgeting will emphasise informed decision-making and financial independence. Staff will avoid comparing students' personal financial situations or home circumstances. - Teaching about credit, debt, loans and financial risk will focus on understanding potential consequences and responsible decision-making. Content will be delivered in a way that avoids fear-based messaging or discussion of personal debt situations. - Lessons addressing unethical business practices, consumer rights and financial decision-making will be factual and age-appropriate. Staff will ensure that discussions remain neutral and do not target specific individuals, groups or organisations without educational context. - Teaching about gambling and financial risk-taking behaviours will focus on awareness of risks, addiction potential and harm prevention. Staff will avoid any content that could normalise or encourage gambling behaviours. - Discussions about loan sharks, exploitation and financial coercion may be sensitive and could prompt safeguarding disclosures. Staff will ensure students know how to seek help if they or someone they know is affected.

	- When exploring signs of mental and emotional ill-health, staff will emphasise the importance of seeking support from trusted adults and appropriate services. Information will be presented in a factual and supportive manner without detailed discussion of self-harm, suicide methods or other potentially distressing content. - Lessons addressing mental health stigma, stereotypes and media portrayals will use carefully selected examples that are appropriate for the age and maturity of the students. Staff will challenge misinformation while ensuring discussions remain respectful and non-judgemental. - Students will be reminded throughout the unit of available sources of support within school, including pastoral staff, safeguarding leads and other trusted adults, as well as age-appropriate external support services where relevant. - Ground rules for respectful discussion will be established at the start of learning activities. Students will be reminded that they should not feel pressured to share personal information and that confidentiality cannot be guaranteed where safeguarding concerns arise.	encouraging personal disclosure and will be alert to potential safeguarding concerns arising from the topic. - Discussions about bereavement, loss and grief will be delivered sensitively. Staff will ensure that students are not required to share personal experiences and will provide appropriate emotional support and signposting where needed. - Signposting to support services, both in school and externally, will be clearly provided throughout the unit, particularly for students who may be affected by topics such as bereavement, ACEs, mental health concerns or caring responsibilities. - Teaching about screen time, sleep and digital wellbeing will focus on healthy habits and self-regulation. Staff will avoid judgemental language and will not require students to disclose personal device usage or home routines. - When discussing emotional regulation activities, including guided meditation or body scan exercises, participation will be optional. Students will be able to opt out or engage in an alternative quiet reflection activity where appropriate. - Staff will ensure that mindfulness or relaxation activities are delivered in a safe, inclusive and non-spiritual manner unless explicitly agreed within school policy and appropriate for the cohort. - Ground rules for respectful discussion will be established at the start of the unit. Students will be reminded not to share personal information about themselves or others and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, mental health support services, school nurses, young carers' support services, bereavement support and trusted adults within and outside of school.	encouraged to challenge ideas rather than individuals. - Discussions may include real-world examples of inequality or discrimination in work settings. Staff will ensure that examples are carefully selected, factual and do not single out individuals, groups or members of the school community. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others, including family circumstances or financial situations. - Throughout the unit, staff will signpost students to appropriate sources of support, including careers advisors, pastoral staff, safeguarding leads and trusted adults within and outside of school where students may need additional guidance or support with aspirations or wellbeing.	- Lessons on vaccination, immunisation and antimicrobial resistance will be science-based and neutral in tone. Staff will avoid judgement of personal or family healthcare decisions. - Teaching about sleep hygiene, screen-free routines and wellbeing will focus on general healthy habits. Staff will avoid implying blame or judgement regarding home routines or circumstances. - Lessons covering Gillick competence, consent to medical treatment and legal frameworks will be delivered factually and age-appropriately. Discussions will focus on rights, safeguarding and decision-making rather than personal casework. - Teaching about self-checking for health changes (e.g. lumps) and SPF use will be delivered sensitively. Students will not be required to disclose personal health concerns or demonstrate techniques. - Lessons exploring cosmetic and aesthetic procedures will focus on informed decision-making, risks and mental health impacts. Staff will avoid reinforcing appearance-based pressures or promoting specific procedures. - Teaching about misinformation and online health content will focus on critical thinking and identifying reliable sources. Students will not be directed towards harmful or unregulated online health content. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal medical information about themselves or others, and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including healthcare professionals (GPs, pharmacists, school nurses), pastoral staff, safeguarding leads and trusted adults, as well as reliable NHS and public health information services.	include extremist materials, propaganda or detailed ideological content. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal political views, family beliefs or sensitive personal information, and that confidentiality cannot be guaranteed where safeguarding concerns are identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads and trusted adults, particularly if discussions raise concerns about vulnerability, discrimination or exposure to harmful ideologies.	- Lessons exploring financial vulnerability and exploitation will focus on recognising warning signs, safe financial behaviours and accessing support. Staff will avoid providing operational detail that could be misused. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to disclose personal or family financial circumstances and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, trusted adults and financial education or consumer support services where relevant.
Links to Statutory Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education	DFE Guidance PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education

	PSHE Association OFSTED Guidance	PSHE Association OFSTED Guidance		PSHE Association OFSTED Guidance	PSHE Association OFSTED Guidance	PSHE Association OFSTED Guidance
Links to Faith and Cultures	Support within the local community including faith leaders.					