

Subject:	Learning For Life	Year	8	Ability	All
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Term / Date(s)

	Unit 1- PD	Unit 2- PD	Unit 3- Careers	Unit 4- PD	Unit 5- Citizenship	Unit 6- Careers
Topic	Substance Awareness and Risk Management	Mental Wellbeing and Health	Exploring Career Pathways and Equal Opportunities	Staying Safe Online and in the Digital World	Democracy, Government and the Rights and Responsibilities of Citizens	Careers, Skills and Personal Development
Students will learn...	Students will learn about legal and illegal drugs, including alcohol, tobacco, nicotine, and e-cigarettes, and understand their physical and psychological effects. They will also learn about the laws relating to possession, supply, and age restrictions, and the risks associated with illegal online drug activity. Students will learn how to assess and manage the risks of substance use, including the influence of others, social pressures, and the impact of drugs and alcohol on behaviour, relationships, safety, and wellbeing. Students will learn about the consequences of substance misuse, including dependency, health risks, and links to unsafe behaviour, as well as how to recognise positive social norms and make informed, responsible choices.	Students will learn about the online world, including how to recognise fake or misleading content, unrealistic online portrayals, and abusive behaviours such as bullying, harassment, and coercive control, as well as how to seek support. They will also understand the risks of unhealthy comparison and over-reliance on online relationships, and the differences between online and offline life. Students will learn about healthy lifestyle choices, including physical activity, balanced diet, healthy weight, and sleep, and understand how these impact both physical and mental wellbeing, including links to disease, mood, learning, and stress. Students will learn about resilience, coping with change, and building positive relationships based on kindness and empathy, including the importance of tackling bullying, supporting others, and being an upstander within the school community.	Students will learn about equality of opportunity in the workplace and how to challenge stereotypes about different career paths, including STEM, construction, medicine, and uniformed services. Students will learn about a range of careers within the NHS, STEM, construction, agriculture, tourism, hospitality, and the emergency and uniformed services, including the skills, qualifications, and entry routes required for each. Students will learn about different pathways into employment, including apprenticeships and other vocational routes, and how these can lead to a wide variety of career opportunities.	Students will learn about exploitative harms, including sexual, criminal, financial exploitation, grooming, and abuse, and understand how to recognise and respond to these risks to keep themselves safe. Students will learn how to use the internet and social networking sites safely, including recognising online grooming, managing online communication, and knowing how to seek support when concerned about exploitation or abuse. Students will learn how to identify biased, misleading, or harmful online information, and how to critically evaluate media sources, privacy, age restrictions, and the difference between public and private content. Students will learn how to stay financially and personally safe online, including understanding the risks of online gambling, gaming-related spending, and protecting themselves from financial exploitation and debt.	Students will learn about the importance of law, its link to British Values, and what society would be like without laws. Students will learn how laws are made in the UK, including the roles of Parliament and the courts, and the concept of judicial precedent. Students will learn about the UK justice system, including criminal and civil law, the courts, judges, juries, tribunals, and key legal principles such as burden and standard of proof. Students will learn about the role of the police and wider justice system, including police powers, the age of criminal responsibility, and key processes such as arrest, detention, and charging.	Students will learn about Labour Market Information and from this, students will learn about enterprise and key employability (soft) skills, how to develop and evaluate them, and how these skills are built throughout their time in school. Students will learn about different industries and career pathways, including how their subjects, interests, strengths, and values can inform future career choices. Students will learn about diversity and inclusion in the workplace and how personal development supports career readiness. Students will learn how to make informed GCSE option choices in relation to future education and career goals.
Components	Students will understand key information about legal and illegal drugs. This allows students to understand the dangers of these products allowing them to make informed choices in real life situations. Students will learn how to assess the risks of alcohol, tobacco, nicotine, and e-cigarettes so they are aware of how these can affect them and others.	Students will revisit the characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. They will also understand that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. Students will understand how to identify when technology and social	Students will understand the Equality of Opportunity and breaking down stereotypes about different careers, including STEM, construction, medicine, and uniformed services Students will understand and explore the range of careers available within the NHS, including both professional and vocational roles. They will learn about different entry routes, including apprenticeships, and how to apply for them. Students will also understand the qualification and	Students will understand the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. Students will understand the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt. Students will learn about online communication, how to use social	Students will understand the importance of the law with special regard to the British Values. Students will understand what life would be like without laws. Students will understand the legal system and how laws are made. Students will understand that laws are made in parliament and by courts.	Students will understand how using LMI can help in relation to future careers. Students will revisit and deepen their understanding of what enterprise and soft skills employers value, and how to evaluate these skills. Students will understand how they will learn these soft skills throughout their time in High School. Students will build on their understanding of what industries are and what types of job are involved in different types of industry.

Students will understand how to manage influences from others in relation to substance use and understand how to deal with these. Students will learn how to recognise and promote positive social norms and attitudes. This will give them an understanding about what is deemed acceptable in society. Students will understand the laws relating to the supply and possession of illegal substances. Students will understand the physical and psychological consequences of problem-use of alcohol, including alcohol dependency. Students will understand the physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. Students will understand impacts of alcohol on diet and unhealthy weight gain. Students will understand the risks of illegal behaviours online, including drug and the sale or purchasing of illicit drugs online. Students will understand the use of alcohol and drugs can lead people to take risks in their behaviour, including sexually.	media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. Students will build on prior knowledge and understand the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) and how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. Students will build on the understanding of characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. Students will understand that physical activity can promote wellbeing and combat stress. Students will revisit the prior learning and deepen understanding of the importance of maintaining healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. Students will revisit 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 importance of resilience and how this will impact various stages of their lives. This will be linked both to academic and personal life. Students will understand how to cope with change, this could be linked to academic areas or personal life.	grade requirements needed for various NHS career pathways. Students will understand about different STEM careers. (Science, Technology, Engineering & Maths) Students will understand about the different job roles within the construction industry and the different entry routes into these roles. Students will understand about the different roles within agriculture and the different entry routes into these roles. Students will understand about the different routes into Tourism and Hospitality. Students will understand about the different roles within Emergency and Uniformed Services (Fire Service, Police, Army.)	networking sites safely so that they are responsible and aware of possible dangers of using these. Students will learn how to recognise online grooming in different forms, e.g., in relation to sexual or financial exploitation, extremism and radicalization, they will also learn how to respond and seek support in cases of online grooming to ensure they can keep themselves and future contacts safe from harm. Students will understand how to recognise biased or misleading information online, how to critically assess different media sources so they are not led into believing biased information that is factually incorrect. Students will understand how to distinguish between content, which is publicly and privately shared, about age restrictions when accessing different forms of media and how to make responsible decisions. Students will learn how to protect financial security online, and how to assess and manage risks in relation to gambling and chance-based transactions so that they stay financially safe while online. from groups such as the European Union.	Students will understand that international laws can come from groups such as the European Union. Students will understand the age of criminal responsibility Students will understand the concept of Judicial Precedent. Students will understand the UK justice system including: the police, the courts and the prisons. Students will understand the law in England is split into Criminal and Civil cases. Students will understand the court system. Students will understand the role of judge and jury. Students will understand Burden and Standard of Proof. Students will understand the concepts of Tribunals. Students will understand the role of the police including their powers. Students will understand about the policing pledge. Students will understand the key terms: Arrest, detention and Charging.	Students will understand how their interests, skills and values might help to inform their career interests. Students will understand how my subjects can lead to different careers. Students will understand diversity and inclusion in careers. Students will understand how their strengths and interests can inform their career development. Students will understand how to make informed GCSE choices in relation to careers.
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What Students should already know (prior learning components)	Year 7 Learning for Life Unit 1 •Risk Taking & Behaviours Year 7 Learning for Life Unit 2 •Healthy Life Choices, Diet, Dental, Exercise and sleep •Lesson 2—Managing Influences on Body Image and Making Independent Healthy Choices	Year 7 PSHCE HTI Building Relationships •Characteristics of positive and healthy friendships and family relationships and factors which can affect them •To clarify and develop personal values in friendships •The importance of trust in friendships and factors that can undermine or build trust •The qualities and behaviours they should expect and exhibit in friendship and family relationships •Respect from others Year 7 LFL Unit 1 •Friendship, Transition & Building Relationships Year 7 LFL Unit 2 •Emotional Wellbeing & Anxiety	Year 7 - Discover Skills, Aspirations & Careers. •Enterprising •Introduction to careers •Equal opportunities •Personal values & links to careers •Types of jobs •Future Aspirations.	Year 7 Learning for Life Unit 3 •Financial Risk Taking Year 7 PSHCE Unit 1 •Consent, The Law and Communication about Consent •Unhealthy Relationships & Evaluating Expectations •New Relationships & Developing them	Year 7 Citizenship •British Values - What is Citizenship? •British Values - Precious Liberties of citizens •Political Systems - House of commons, Houses of Parliament. •Operations of Parliament (Voting, Elections, Rolls of Parties) •Monarchy and Patriotism	Year 7 - Discover Skills, Aspirations & Careers. •Enterprising •Introduction to careers •Equal opportunities •Personal values & links to careers •Types of jobs •Future Aspirations. Year 8 – LFL Unit 3 •Equal opportunities •Types of jobs •Breaking down of barriers and stereotypes •Future Aspirations.
Golden Knowledge	• Understand that British Values underpin our school values and life in modern Britain. • Understand that legal and illegal drugs both carry risks and consequences. • Understand that there are strict laws surrounding drug use in the UK. • Understand that it is illegal to sell energy drinks to	• Understand that it is important to seek support when coping with change. • Understand that resilience is a key coping mechanism • Understand that peer support is important within a school and out of school environment. • Understand that peer-on-peer abuse is not tolerated.	• Understand that there are a wide range of jobs within the NHS outside of medical care. • Understand that STEM stands for Science, Technology, Engineering and Maths and that there is a large push on females working in STEM careers. • Understand that the Construction sector is one of the largest in the UK.	• Understand that fake news can be used to spread misleading information, and this can have serious consequences. • Understand that grooming can be both in person and online. • Understand that there are different types of people who will commit the crime of grooming with differing intentions.	• Understand that the fundamental British values underpin citizenship teaching. • Understand that rule and law is a vital part of life in Britain. • Understand that laws are made by the British government, in parliament and by courts. • Understand that the law in England is split into Criminal and Civil cases.	• Understand the term Labour Market Information • Understand that enterprise and employability (soft) skills—such as communication, teamwork, problem-solving, resilience, and time management—are essential for success in both education and the workplace, and are developed progressively through school experiences, not all at once. • Understand that different industries and career pathways require different

	children under 16 years old. - Understand that it is possible to become addicted to legal substances. - Understand that there are strict laws surrounding Alcohol in the UK. - Understand that it is illegal to consume alcohol under the age of 18. - Understand that it is illegal to purchase cigarettes and vapes under the age of 18. - Understand that there are risks surrounding consuming vapes. - Understand that peer pressure can be applied within peer groups and friendships.	- Understand that peer-on-peer abuse can be emotional / physical or sexual. - Understand that social media can have negative impacts in its portrayal of body image. - Understand that images can be edited to give fake and unrealistic expectations. - Understand that it is important to stay physically active. - Understand that it is important to consume a healthy and balanced diet. - Understand that it is important to consume at least 5 different fruits or vegetables in a day.	- Understand that the Tourism and Hospitality sector is one of the largest in the UK. - Understand that there are many different career paths in the Emergency and Uniformed services, including the Army and RAF. - Understand that there are a range of different entries into careers including apprenticeships, placements and degrees.	- Understand that different types of people are vulnerable to grooming. - Understand that there are different ways to report grooming and find support. - Understand that age-restrictions exist to protect young people. - Understand that in-game currency and loot boxes can have negative consequences. - Understand that there is a difference between public and private content online.	- Understand that the UK justice system is split into; the police, the courts and the prisons. - Understand that the court system has a judge and a jury. - Understand that the police have a range of different powers in relation to the law.	combinations of skills, qualifications, and personal attributes, and that exploring a wide range of roles helps students make realistic and informed future career decisions. - Understand that personal interests, strengths, values, and motivations should be carefully considered alongside academic performance when making career and education choices, as alignment between these factors increases long-term satisfaction and success. - Understand that diversity and inclusion in the workplace improve creativity, performance, and fairness, and that understanding equality, respect, and bias helps individuals contribute positively to modern working environments. - Understand that evaluating and developing employability skills involves recognising strengths and areas for improvement, responding to feedback, and setting realistic targets to build confidence and competence over time.
Transferrable knowledge (skills)	- Tolerance and understanding of others' emotions and mental health. - How to consider different points of view and be respectful about the different relationships. An ability to apply an understanding of the law and British Values to relationship issues. - The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others - Real life awareness – understanding the real world and how to cope/deal with people that are different to themselves in the wider community.	- Tolerance and understanding of others' emotions and 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 challenge negative attitudes within relationships and seek support where required both inside and outside of school. - How to nurture positive relationships both inside and outside of school.	- Understand how personal values can impact future careers and job roles. - 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 different points of view and be respectful about other people's online activity and their actions. - An ability to apply an understanding of the law and British Values to daily online issues. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others - Real life awareness – understanding the real world and how to cope/deal with people that are different to themselves in the wider community.	- An ability to apply an understanding of the law and British Values to daily issues. - The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others	- The ability to communicate effectively, including speaking clearly, listening actively, adapting tone for different audiences, and presenting ideas in a structured way. - The ability to work collaboratively, including sharing responsibility, respecting others' views, negotiating roles, and contributing to team goals - How to problem-solve, including identifying challenges, generating possible solutions, weighing up options, and making reasoned decisions. - How to reflect on personal strengths and areas for improvement, using feedback to develop skills and set realistic targets for growth. - How to apply self-awareness in different contexts, including recognising how interests, values, and skills influence choices in education and careers.
Key vocabulary pupil will know and learn	Smoking Alcohol Legal Illegal Substances Habit Dependence Impacts	Healthy Unhealthy Wellbeing Mental Health Relationships Upstander	Enterprising Equal Opportunities Personal Values Careers Occupations Skills Aspirations	Networking Gambling Debt Cybercrime Fraud Financial British Values Reflect Illegal Financial Activity	Citizenship Precious Liberties Citizens Political House of commons Houses of parliament Elections Parties Voting	Labour Market Information (LMI) Enterprise skills Employability skills Soft skills Communication Teamwork Problem-solving Decision-making Time management

	Social Norms E-Cigarettes			Data Extremism Exploitation Radicalisation	Monarchy Patriotism	Organisation Resilience Self-reflection Personal development Strengths Weaknesses Career pathways Industries Job roles Interests Aspirations Career planning Diversity Inclusion Equality
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 gives students an understanding of the influences and risks around drugs, smoking and alcohol. This topic allows students to understand the impact of these substances can have on people. They will also understand how to manage the influences from others relating to these substances. This build on the knowledge gained in year 7 about healthy lifestyles and making independent healthy choices.	This topic gives students the opportunity to understand how to have a positive mental outlook with the view to improving mental wellbeing and overall mental health. Students will understand the impacts of bullying and how this affects people self-esteem.	This topic introduces students to the idea of careers. Students understand equal opportunities in the workplace and how their own personal values can link to their future career choices. Students will look at a range of different careers and understand their future aspirations.	This topic is important as many issues with relationships can be originated through online behaviour. This topic allows students to understand the dangers online and also see how they can ensure that they are safe while online, minimising risks to external influences (grooming/radicalisation).	This topic introduces students to citizenship. Students will pay particular attention to British Values and how these affects being a citizen of the UK. Students will begin to understand the political systems and build their knowledge of Monarchy and Patriotism.	This topic is important because it helps build on previous learning from both Year 7 and earlier in Year 8. It allows students start thinking seriously about their future and understand how school learning connects to life beyond the classroom. It develops key employability and life skills such as communication, teamwork, problem-solving, and organisation, which are needed in every job and in everyday situations, not just specific careers. It helps students understand that different careers and industries require different skills and qualifications, so they can begin to see how their current subjects link to possible future pathways. It supports students in making informed GCSE option choices, so they select subjects that match their interests, strengths, and future goals. It promotes self-awareness and personal development, helping students reflect on what they are good at, what they enjoy, and what motivates them. It builds understanding of diversity and inclusion in the workplace, preparing students to respect others and work effectively in modern, diverse environments.
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about drugs, alcohol, tobacco, nicotine and e-cigarettes will be delivered in an age-appropriate, factual and non-judgemental manner. Staff will focus on risks, legal status, and health	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about social media, online content and artificial intelligence will be delivered in an age-appropriate and critical manner. Staff will focus on media literacy, online safety and recognising misinformation rather than directing students towards specific online platforms or accounts.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about careers, pathways and employability 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 that no career pathway is presented as more	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about exploitation, including sexual exploitation, criminal exploitation, grooming and financial exploitation, will be delivered in an age-appropriate and safeguarding-focused manner. Staff will emphasise recognising warning signs, understanding risk and	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about the rule of law, British Values and the justice system will be delivered in an age-appropriate, factual and balanced manner. Staff will ensure that no political or ideological viewpoint is promoted over another and that content remains educational.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about enterprise skills, soft skills and employability will be delivered in an age-appropriate and supportive manner. Staff will ensure that all students are encouraged to reflect on skills development without comparison or judgement. - Discussions about self-evaluation of skills, strengths and interests will be focused on

	consequences rather than personal experiences or anecdotal accounts. - Discussions about substance use will not encourage students to disclose personal or family use of drugs or alcohol. Any disclosures made will be handled in line with the school's safeguarding procedures. - Lessons exploring legal and illegal substances will focus on understanding the law, health risks and decision-making skills. Staff will avoid providing unnecessary detail that could normalise or facilitate substance misuse. - Teaching about peer influence and social pressure related to substance use will focus on recognising pressure, resisting influence and seeking support. Students will not be required to share personal experiences of peer pressure or substance use. - Discussions about alcohol consumption, including low-risk guidance in adulthood, will be delivered carefully and factually, ensuring content is age-appropriate and does not promote or normalise alcohol use among underage students. - Teaching about alcohol-related harm, including dependency, physical and psychological effects, will focus on awareness and prevention. Content will be delivered sensitively and without graphic or distressing detail. - Lessons covering spiking, drink safety and substance-related harm will emphasise personal safety strategies, awareness of risk and seeking help. Staff will avoid providing operational detail that could be misused. - Teaching about online drug-related activity, including the sale or purchase of illicit substances, will focus on legal consequences, safeguarding risks and reporting	- Discussions about fake accounts, online manipulation and exaggerated or idealised online profiles will be used to support critical thinking. Students will not be required to share personal social media accounts, usage habits or online experiences. - Lessons exploring online bullying, harassment, stalking, coercive control and other forms of abusive behaviour will be delivered sensitively and in line with safeguarding guidance. Content will focus on recognising warning signs, seeking help and reporting concerns rather than detailed case examples. - Teaching about identifying abusive or illegal online behaviours will emphasise safety, support pathways and reporting mechanisms. Staff will ensure students understand how to seek help if they are affected themselves or concerned about others. - Discussions about body image, comparison, lifestyle portrayal online and online relationships will be delivered in a supportive and non-judgemental manner. Students will not be required to disclose personal experiences of body image concerns or relationship issues. - Lessons on healthy lifestyle behaviours, including diet, physical activity and sleep, will be delivered in a balanced and non-stigmatising way. Staff will avoid personal judgement about students' habits, appearance or home routines. - Teaching about sleep hygiene, screen time and digital habits will focus on general wellbeing principles. Students will not be required to disclose personal device use or home arrangements. - Lessons exploring resilience, coping with change and emotional development will be delivered in a supportive manner. Students will not be pressured to share personal experiences of difficulty, trauma or change. - Discussions about empathy, peer support and kindness will be carefully managed to ensure no student is placed in a position where they must disclose personal experiences of harm or vulnerability. - Teaching about friendships, relationships and peer influence will	suitable based on gender, background or personal characteristics. - Discussions about equality of opportunity and breaking down stereotypes in careers (including STEM, construction, medicine, agriculture, tourism and uniformed services) will focus on challenging assumptions and promoting aspiration. Staff will manage any stereotypical or discriminatory comments in line with school policy. - Lessons exploring career pathways and progression routes will be factual and informative. Students will not be required to disclose personal aspirations, academic performance or perceived limitations in front of peers. - Teaching about entry routes such as apprenticeships, vocational pathways and academic qualifications will be delivered in a balanced and non-judgemental way. Staff will ensure that all routes are presented as valid and valued options. - Discussions about specific sectors such as the NHS, emergency services, construction, agriculture, tourism and hospitality will focus on roles, skills and qualifications. Staff will avoid encouraging students to identify or compare themselves against others in a way that could cause distress or embarrassment. - Lessons involving career exploration and aspiration-building may involve group discussion. Staff will ensure that participation is supportive and that no student is singled out based on academic ability, interests or background. - Teaching about emergency and uniformed services (e.g. police, fire, armed forces) will be delivered in a factual and age-appropriate manner. Staff will avoid glamorising or promoting any particular service and will ensure discussion remains career-focused. - Discussions about entry requirements, grades and qualifications will be handled sensitively. Staff will ensure that information is presented	seeking support rather than providing operational detail of exploitative behaviours. - Discussions about exploitation and grooming may prompt safeguarding disclosures. Students will not be required to share personal experiences and any concerns raised will be managed in line with the school's safeguarding and child protection procedures. - Lessons about online grooming will focus on recognising unsafe behaviours, online manipulation and coercion in different contexts, including sexual, financial and extremist-related grooming. Content will remain factual and will avoid normalising or sensationalising harmful behaviour. - Teaching about radicalisation and extremism (where referenced in relation to grooming) will be delivered in line with Prevent Duty guidance. Content will focus on vulnerability, safeguarding and support pathways and will not include extremist propaganda or detailed ideological content. - Lessons on online gambling, gambling-like mechanics in games and financial risk will focus on awareness of addiction risks, debt and exploitation. Staff will ensure that content does not normalise gambling behaviours or encourage participation. - Teaching about online financial security will focus on recognising risks such as scams, fraud and unsafe transactions. Students will not be required to disclose personal or family financial information or online experiences. - Discussions about social networking, online communication and digital safety will emphasise responsible use, privacy and respectful behaviour. Staff will avoid directing students towards specific platforms, accounts or unsafe online environments. - Lessons on distinguishing public and private content, age restrictions and online responsibility will be delivered in a practical and age-appropriate manner. Students will not be required to share personal accounts or online activity.	- Discussions about laws, legal systems and the consequences of illegal behaviour will focus on understanding civic responsibility and the functioning of society. Students will not be required to disclose personal experiences relating to law enforcement or legal matters. - Lessons exploring what life would be like without laws will be handled as a theoretical discussion. Staff will ensure that conversations remain focused on learning outcomes and do not normalise or sensationalise unlawful behaviour. - Teaching about the criminal and civil justice systems, including courts, prisons, judges and juries, will be delivered factually and age-appropriately. Staff will avoid providing detailed or graphic descriptions of criminal cases. - Lessons covering police powers, arrest, detention and charging will focus on understanding legal processes and rights. Students will be supported to understand the importance of fairness, due process and the rule of law. - Teaching about the age of criminal responsibility will be delivered sensitively, focusing on legal principles and safeguarding context. Staff will ensure discussions do not stigmatise young people or encourage judgement of peers. - Discussions about burden and standard of proof, judicial precedent and tribunals will be kept factual and simplified where appropriate. Staff will ensure students are not placed under pressure to interpret or debate complex legal scenarios beyond their understanding. - Lessons involving legal case examples (if used) will be carefully selected, age-appropriate and anonymised where necessary to avoid distress or identification of individuals. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal experiences involving law enforcement, legal proceedings or family legal matters, and that confidentiality cannot be guaranteed where a safeguarding concern is identified.	personal development. Students will not be required to disclose personal circumstances, academic attainment or perceived limitations in front of peers. - Lessons exploring industries, job roles and career pathways will be delivered in a factual and inclusive way. Staff will ensure that no student is directed towards or away from particular careers based on gender, background or personal characteristics. - Teaching about how school subjects link to careers will be used to support aspiration and motivation. Staff will avoid implying that any student's current attainment limits their future opportunities. - Discussions about diversity and inclusion in careers will be handled sensitively and respectfully. Staff will challenge stereotypes and discriminatory assumptions in line with school policy and ensure all contributions are managed appropriately. - Lessons supporting GCSE option choices and career planning will be delivered in a supportive, non-pressurised way. Students will not be required to disclose personal aspirations or family expectations unless they choose to do so appropriately. - Activities involving reflection on interests, values and future goals will be optional to share. Staff will ensure that students are not put under pressure to justify or compare their aspirations with others. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal or family circumstances, including academic ability or future plans, unless appropriate, 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 careers advisors, pastoral staff and trusted adults, particularly when making subject or pathway decisions.
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	mechanisms. Students will not be directed towards illegal online content or marketplaces. - Discussions about substance use and associated risk-taking behaviours, including sexual risk-taking, will focus on harm prevention, consent, and safety. Staff will ensure that content is factual and does not imply inevitability or normalisation of such behaviours. - Lessons exploring societal norms and attitudes towards substance use will be handled carefully to avoid normalising harmful behaviours. Staff will promote critical thinking about media influence and peer pressure. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal or family experiences of substance use, 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, school nurses, substance misuse services, trusted adults and relevant external support organisations.	focus on positive behaviours, respect and inclusion. Staff will ensure that group work does not lead to exclusion, peer comparison or reputational harm. - Lessons addressing peer-on-peer abuse and bullying will include scenarios involving both in-person and online contexts. Staff will keep discussions focused on recognising behaviours and reporting concerns, rather than encouraging personal disclosures. - Students will be reminded of their responsibilities as bystanders and encouraged to report concerns safely. Staff will ensure students understand that reporting concerns is encouraged and will be handled appropriately under safeguarding procedures. - 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 online identities, 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, online safety reporting tools and relevant external support services for bullying, harassment or abuse.	constructively to support aspiration rather than discouragement. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal or family circumstances, including academic performance or future plans, unless they choose to do so appropriately. - Throughout the unit, staff will signpost students to appropriate sources of support, including careers advisors, pastoral staff and trusted adults, particularly where students may need guidance on aspirations, subject choices or progression routes.	- Teaching about misinformation and biased online content will focus on critical thinking skills, media literacy and evaluating sources. Staff will avoid engaging with or reproducing harmful or misleading content in detail. - Discussions about online risks, including scams, grooming and exploitation, will be delivered in a way that prioritises safety and reporting. Students will be encouraged to seek help from trusted adults if they encounter suspicious or concerning content. - 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 online experiences, 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 safeguarding leads, pastoral staff, trusted adults, online safety reporting mechanisms, financial protection services and specialist organisations supporting victims of exploitation or online harm.	- 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 relating to behaviour, safety or legal issues.	
Links to Statutory Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	DFE Guidance Gatsby Benchmarks PSHE Association OFSTED Guidance	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	DFE Guidance PSHE Association OFSTED Guidance	DFE Guidance Gatsby Benchmarks PSHE Association OFSTED Guidance
Links to Faith and Cultures						