

Subject:	Learning For Life	Year	9	Ability	All
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Term / Date(s)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topic	Relationships, Influence and Risk Awareness	Mental Health and Emotional Wellbeing	Post-16 Pathways and Qualifications	Employability, Decisions and Future Success	Democracy, Government & the Rights and Responsibilities of Citizens	Financial Wellbeing and Money Management
Students will learn...	Students will learn about fundamental British Values and Protected Characteristics, and how these relate to discrimination, equality, and respectful relationships. Students will learn how to recognise and manage peer influence, including peer pressure, group think, and the impact of positive and negative relationships on behaviour and decision-making. Students will learn about risk in different situations, including the dangers of gangs, knife crime, and joint enterprise, as well as the legal and physical consequences of carrying or using weapons. Students will learn how communication styles such as passive, aggressive, and assertive behaviour affect relationships, and how social norms and peer group influences can shape attitudes towards alcohol and drugs.	Students will learn how to recognise, describe, and communicate emotions effectively, building confidence in using appropriate emotional vocabulary. Students will learn how lifestyle factors such as physical activity, sleep, time outdoors, community involvement, and limited screen use support mental wellbeing and overall happiness. Students will learn about the importance of relationships and connection, including understanding loneliness, normalising low mood and worry, and recognising how online activity can affect mental and physical health. Students will learn how to manage stress and anxiety using positive coping strategies and understand the importance of maintaining a positive mindset for good mental health.	Students will learn about different qualification types, including GCSEs, A-Levels, BTECs, T-Levels, NVQs, and degrees, and understand the key features of each pathway. Students will learn about both academic and vocational routes, including further education, apprenticeships, and higher education, and the demands of each post-16 option. Students will learn how to make informed and unbiased decisions about their future pathways by understanding the benefits and expectations of each course. Students will learn how to reflect on their own strengths and interests to begin identifying the most suitable post-16 route for them.	Students will learn how their decisions can influence future education, training, and career opportunities, and how their strengths and interests can support career development. Students will learn about the workplace, including employee rights and responsibilities, the value of work experience, and how employers respond to challenges and adversity. Students will learn how motivation, a positive work ethic, and a strong personal brand, including maintaining a positive online presence, can enhance employability and future success.	Students will learn about the rights and freedoms enjoyed by citizens in the United Kingdom and the role they play in contributing to society and their communities. Students will learn about the role of public institutions, including health, education, transport, welfare, and other government services, and how they support individuals and society. Students will learn about the contribution of voluntary groups, charities, and community organisations, and how involvement in extracurricular activities, volunteering, and charitable work can help improve local communities.	Students will learn how to manage money effectively through budgeting, saving, managing debt, and understanding financial risk, building on their existing financial knowledge. Students will learn about credit scores and how financial decisions can affect future opportunities and financial wellbeing. Students will learn about gambling, including the laws surrounding it in the UK, the potential risks to mental health, and the importance of making safe and informed financial choices. Students will learn about fraud, cybercrime, online scams, and money laundering, including how to protect personal information and stay financially safe online.
Components	Students will build on prior knowledge of the fundamental British values. Students will build on prior knowledge about Protected Characteristics and how these link to discrimination. Students will understand healthy and unhealthy friendships, looking at peer	Students will build on prior understanding of how to talk about their emotions accurately and sensitively, using appropriate vocabulary. Students will build on prior understanding of the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of	Students will understand key information about qualification types (GCSEs, BTECs, T-levels, BAs), Students will understand different academic pathways including A-Levels and further education of degrees.	Students will understand how their decisions affect future options. Students will build on their prior understanding that strengths and interests can be important in terms of career development. Students will understand the different rights and responsibilities they have as an employee.	Students will build on prior knowledge of the precious liberties enjoyed by the citizens of the United Kingdom. Students will build on prior knowledge of 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 build on prior understanding of functions and uses of money, the importance and practice of budgeting, and managing risk. Students will understand that gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others. Students will understand the laws surrounding gambling in the UK.

	pressure and group think tactics. Students will understand assessing and managing risk in different situations. Students will understand how to manage influence from a range of people including peers and negative influences. Students will understand the dangers of gangs and what it means to be a gang. Students will understand the differences between passive, aggressive and assertive behaviours and how these can impact relationships. Students will understand the legal and physical risks of carrying a knife. Students will understand the term joint enterprise and the legal ramifications of this. Students will understand the laws surrounding carrying and using knives. Students will understand the risks surrounding social norms and the risks surrounding alcohol and drugs in peer groups.	kindness for mental wellbeing and happiness. Students will build on prior understanding 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 build on prior learning 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 build on prior understanding of 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 build on prior understanding of 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 how to cope with stress from a range of different situations. Students will build upon their knowledge of anxiety and understand how to put positive coping mechanisms in place.	Students will understand a range of vocational courses such as BTECs, NVQs and T-Levels Students will understand the qualities of each of the courses and be taught without bias to one particular route, ensuring they know the facts about each one. Students will build on prior understanding of apprenticeships Students will begin to consider which route is the most suitable for them. Students will understand the demands of each post-16 opportunity.	Students will begin to understand the importance of work experience and how positive work experience can benefit them in the long-term. Students will understand the ways in which employers overcome challenge and adversity in the workplace. Students will understand and identify how people can motivate themselves and how this can improve work ethic and employability. Students will understand how maintaining a positive online presence and managing their own personal brand will help them in the future.	Students will understand the different public institutions, for example NHS, DfE, Housing and Transport. Students will understand public institutions such as Health and Social Care, Work and Pensions, Food Standards and The Treasury. Students will understand about Voluntary groups and Charities Students will understand how local communities improve their local environment. Students will understand about Extra Curricular Activities both inside and outside of school. Students will understand about Charity within school.	Students will understand about how to budget, save money and manage debt. Students will understand about Credit Scores and how these can affect future life. Students will understand Fraud and Cybercrime, including the dangers of releasing private information online Students will learn about online fraud and money laundering and the risks associated with this.
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What Students should already know (prior learning components)	- Students should already understand the meaning of Fundamental British Values, including democracy, rule of law, individual liberty, mutual respect, and tolerance, and how these apply to school and society (Y7 PSHCE, Y8 PSHCE) - Students should have prior knowledge of the Protected Characteristics under the Equality Act 2010, and an understanding that discrimination is unfair treatment based on these characteristics (Y7 PSHCE, LFL and Y8 LFL) - Students should already be aware of basic concepts of respectful behaviour and relationships, including what makes a positive friendship such as trust, kindness, and mutual respect (Y7 PSHCE and LFL and Y8 PSHCE and LFL) - Students should have previously explored the idea of peer influence, including how friends and peers can affect choices both positively and negatively (Y7 PSHCE and LFL and Y8 PSHCE and LFL) - Students should have been introduced to the idea that substances such as alcohol and drugs can be harmful, especially when used irresponsibly or under peer pressure (Y8 PSHCE and LFL, Y9 PSHCE) - Students should have some understanding of emotions and behaviour in relationships, including recognising different ways people communicate (e.g., being kind, unkind, or controlling) (Y7 PSHCE and Y8 PSHCE)	- Students should already understand how to identify and name a range of emotions, using appropriate vocabulary to describe how they feel and recognising that emotions can change over time. (Y7 PSHCE and Y8 LFL) - Students should already understand the importance of friendships, belonging, and social connections for happiness and emotional wellbeing, and recognise that loneliness is a common human experience that many people experience at different times (Y7 PSHCE, LFL and Y8 LFL) - Students should have been introduced to the difference between everyday emotions and mental health conditions, understanding that feeling worried, stressed, sad, or low at times is a normal part of life (Y7 PSHCE, LFL and Y8 LFL) - Students should already understand basic strategies for looking after their mental wellbeing, including talking to trusted adults, seeking support, and engaging in positive self-care activities (Y7 PSHCE & LFL) - Students should have prior knowledge of online wellbeing and digital balance, including how online content, social media, and excessive screen time can affect mood, self-esteem, relationships, and overall wellbeing (Y7 PSHCE and LFL and Y8 PSHCE and LFL) - Students should already understand the importance of healthy sleep habits, including the role sleep plays in physical health, concentration, learning, emotional regulation, and mental wellbeing (Y7 PSHCE and LFL) - Students should have explored simple coping strategies for managing emotions, such as relaxation	- Students should already understand that there are a variety of careers, jobs, and industries, and that different occupations require different qualifications, skills, and experiences (Y7 LFL, Y8 LFL) - Students should have prior knowledge of employability and enterprise skills, including how personal strengths, interests, values, and achievements can influence future education and career choices (Y7 LFL, Y8 LFL) - Students should already understand the purpose of GCSE qualifications and how subject choices can affect future progression routes and opportunities (Y8 LFL) - Students should have prior knowledge of apprenticeships, including that they combine paid work with training and lead to recognised qualifications (Y8 LFL) - Students should understand that education and training continue beyond Year 11 and that individuals can choose from a range of post-16 options depending on their goals and circumstances (Y8 LFL) - Students should have some awareness that different qualifications have different purposes, levels, methods of assessment, and progression opportunities (Y8 LFL)	- Students should already understand that choices made during education can influence future opportunities, including subject choices, qualifications, and career pathways (Y7 LFL, Y8 LFL) - Students should have prior knowledge of their own strengths, interests, skills, and values, and understand how these can help inform future education and career decisions (Y7 LFL, Y8 LFL) - Students should already understand that employers value employability skills such as communication, teamwork, resilience, organisation, problem-solving, and self-motivation (Y7 LFL, Y8 LFL) - Students should have been introduced to a range of career pathways and industries, recognising that different jobs require different qualifications, experiences, and personal qualities (Y7 LFL, Y8 LFL) - Students should already understand the impact of online behaviour and digital footprints, including how content shared online can affect reputation, relationships, and future opportunities (Y7 PSHCE and LFL, Y8 PSHCE and LFL)	- Students should already understand the Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs (Y7 LFL, Y8 LFL) - Students should have prior knowledge of the rights, freedoms, and responsibilities enjoyed by citizens in the United Kingdom and understand that these are protected through laws and democratic institutions (Y7 LFL, Y8 LFL) - Students should already understand that people can make a positive contribution to their communities through acts of citizenship, volunteering, fundraising, and community action (Y7 LFL, Y8 LFL) - Students should understand that communities are made up of different groups and organisations that work together to improve people's lives and support those in need (Y7 LFL, Y8 LFL) - Students should have prior experience of participating in school life, including student leadership opportunities, clubs, fundraising events, charitable activities, or community projects (Y7 LFL, Y8 LFL) - Students should already understand the importance of active citizenship, including helping others, taking responsibility, and contributing positively to society (Y7 LFL, Y8 LFL) - Students should have some awareness of how individuals and groups can work together to address local issues and improve their environment (Y7 LFL, Y8 LFL)	- Students should already understand the basic functions of money, including earning, spending, saving, and the idea that money is a limited resource that must be managed carefully (Y7 LFL, Y8 LFL) - Students should have prior knowledge of budgeting, including how to plan spending, prioritise needs over wants, and make simple financial decisions within a set amount of money (Y7 LFL, Y8 LFL) - Students should already understand the concept of risk, including how some financial decisions can lead to positive or negative outcomes depending on choices made (Y7 LFL, Y8 LFL) - Students should have been introduced to the idea that financial choices can have long-term consequences, including the impact of spending habits on future opportunities and wellbeing (Y7 LFL, Y8 LFL) - Students should have prior awareness that online activity involves risks, including sharing personal information and the importance of protecting privacy and personal data (Y8 LFL) - Students should already be aware that advertising and media can influence spending behaviour, encouraging people to make choices that may not always be necessary or safe (Y8 LFL) - Students should have some understanding of mental wellbeing, including how stress, anxiety, and emotional wellbeing can be affected by life choices and pressures (Y7 LFL, Y8 LFL)

		techniques, mindfulness, physical activity, creative expression, or talking through concerns with others (Y7 PSHCE and LFL) - Students should understand that everyone experiences challenges and setbacks, and that resilience can be developed through positive habits, support networks, and effective coping strategies (Y7 PSHCE and LFL) - Students should have some awareness of anxiety and stress, including common causes and signs, and recognise that support is available when worries become difficult to manage (Y7 PSHCE and LFL)				
Golden Knowledge	• Understand that fundamental British values promote democracy, the rule of law, individual liberty, and mutual respect. • Understand that Protected Characteristics are legal protections against discrimination based on identity and background. • Understand that healthy friendships support well-being, while unhealthy friendships can involve peer pressure and manipulation. • Understand that assessing and managing risks in different situations can help prevent harm and ensure personal safety. • Understand that influence can come from various sources, including peers, social media, and negative role models. • Understand that gangs can be dangerous and often involve illegal or harmful activities. • Understand that passive, aggressive, and assertive behaviors impact relationships and communication in different ways.	• Understand that stress affects people differently, and developing healthy coping strategies can improve resilience. • Understand that managing stress involves techniques such as deep breathing, time management, and seeking support. • Understand that recognizing stress triggers can help prevent overwhelm and promote emotional well-being. • Understand that anxiety is a natural response to certain situations, but it can be managed with the right support and strategies. • Understand that positive coping mechanisms, such as exercise, mindfulness, and talking to someone, can help reduce anxiety. • Understand that avoiding unhealthy coping methods, like substance use or avoidance, is key to long-term well-being. • Understand that a positive mental attitude can improve motivation, resilience, and overall mental health.	• Understand that A-Levels and university degrees focus on academic study and can lead to a wide range of career opportunities. • Understand that vocational courses like BTECs, NVQs, and T-Levels provide hands-on learning suited to specific industries. • Understand that different education routes offer unique benefits, and it is important to explore all options without bias. • Understand that apprenticeships allow students to gain real-world experience while earning qualifications and a salary. • Understand that selecting a post-16 pathway should be based on individual skills, interests, and long-term career ambitions. • Understand that each educational and training route has different expectations, workloads, and progression opportunities. • Understand that A-Levels typically lead to university, while vocational courses and apprenticeships offer	• Understand that employees have rights and responsibilities in the workplace, including fair treatment, safety, and professional conduct. • Understand that work experience provides valuable skills and insights that can benefit future career opportunities. • Understand that positive work experience can improve confidence, employability, and long-term career prospects. • Understand that employers face challenges and must adapt to overcome adversity in the workplace. • Understand that problem-solving, resilience, and teamwork are key to overcoming difficulties in a professional setting. • Understand that identifying personal strengths and interests can help guide career choices and future job satisfaction. • Understand that self-awareness is essential in selecting a career path that aligns with skills and passions. • Understand that motivation and self-discipline play a crucial role in developing a strong work ethic and employability. • Understand that people can stay motivated by setting goals, seeking feedback, and maintaining a positive mindset. • Understand that both soft skills, such as communication and	• Understand that public institutions, such as the NHS, Department for Education, Housing, and Transport services, provide essential support and services to society. • Understand that government departments, including Health and Social Care, Work and Pensions, Food Standards, and The Treasury, help manage important aspects of daily life. • Understand that charities and voluntary groups play a vital role in supporting communities, offering aid, and addressing social issues. • Understand that local communities can take action to improve their environment through volunteering, sustainability initiatives, and public engagement. • Understand that participating in extra-curricular activities, both in and outside of school, can enhance personal development, teamwork, and confidence. • Understand that school charity initiatives promote generosity, awareness, and active involvement in supporting important causes. • Understand that public services ensure access to healthcare, education, transportation, and financial support for those in need.	• Understand that budgeting, saving money, and managing debt are essential skills for financial stability. • Understand that creating and following a budget helps individuals control their spending and plan for the future. • Understand that credit scores impact financial opportunities, including loans, mortgages, and interest rates. • Understand that maintaining a good credit score requires responsible borrowing and timely repayments. • Understand that gambling addiction can develop over time, affecting mental health, finances, and relationships. • Understand that online gaming can involve gambling elements, which may lead to financial risks and addiction. • Understand that fraud and cybercrime can occur through scams, identity theft, and phishing attacks. • Understand that sharing personal information online increases the risk of fraud and financial exploitation. • Understand that online fraud and money laundering pose significant legal and financial risks. • Understand that being aware of scams and fraudulent schemes can help prevent financial losses and identity theft.

	• Understand that carrying a knife poses serious legal and physical risks, including harm to oneself and others. • Understand that joint enterprise laws can hold multiple people accountable for a crime, even if they did not commit the act themselves. • Understand that laws exist to prevent the carrying and use of knives, with serious legal consequences for breaking them. Understand that social norms can influence behavior, and peer pressure related to alcohol and drugs can lead to risky decisions.	• Understand that the way we think about challenges can impact our emotions and behaviors. • Understand that self-talk and mindset play a role in building confidence and overcoming difficulties. • Understand that sleep is crucial for brain function, emotional regulation, and physical health. • Understand that poor sleep can lead to difficulty concentrating, increased stress, and health issues. • Understand that good sleep habits, such as reducing screen time before bed and keeping a routine, can improve overall well-being.	alternative career-focused pathways. • Understand that some careers require specific qualifications, making it essential to research the best route to achieve career goals. • Understand that a combination of practical skills and academic learning can open doors to various job opportunities. • Understand that making an informed decision about post-16 education involves researching entry requirements, learning styles, and career prospects.	teamwork, and hard skills, such as technical expertise, are essential for success. • Understand that employers look for a balance of soft and hard skills when hiring new employees. • Understand that recognizing and developing personal strengths can help in career planning and professional growth. • Understand that maintaining a professional and positive online presence can impact future job opportunities. • Understand that personal branding involves managing how one is perceived online and in professional settings.	• Understand that voluntary organizations often provide services that complement government support, addressing gaps in care and social welfare. • Understand that community-led projects can improve neighborhoods through fundraising, environmental projects, and local advocacy. • Understand that engaging in charity work within school helps build a sense of responsibility, empathy, and social awareness.	
Transferrable knowledge (skills)	Understand the British Values Understand the importance of Healthy Relationships. Understand how to identify and raise awareness of negative behaviors in relationships. Understand the warning signs for Child Criminal Exploitation.	Understand the importance of mental health and wellbeing Understand how to prioritize mental health Understand how to recognise triggers and apply health coping mechanisms Understand how to create healthy habits surrounding sleep.	Students will understand different courses and be able to apply these to their future options, looking at which may be right for them in the future.	Students will understand different factors which will help prepare them for their futures. These will be beneficial when exploring CEIAG in Year 10 and 11.	Understand which public institutions are available and what impacts these have on people living within the UK. Understand about the liberties citizens of the UK have access to. Understand about charity within the UK and how this impacts UK citizens.	Understand about basic financial incentives such as budgeting and saving and apply these at a younger age to help teach healthy money habits. Understand about risk involved surrounding money and how to avoid these risks such as Gambling and Identity fraud.
Key vocabulary pupil will know and learn	Fundamental British Values Democracy Rule of law Individual liberty Mutual respect Protected Characteristics Discrimination Identity Well-being Peer pressure Manipulation Risk assessment Personal safety Influence Negative role models Gangs Illegal activities Harmful activities Passive behavior Aggressive behavior Assertive behavior Knife laws Legal risks	Stress Coping strategies Resilience Deep breathing Time management Seeking support Stress triggers Emotional well-being Anxiety Positive coping mechanisms Exercise Mindfulness Substance use Avoidance Positive mental attitude Motivation Self-talk Mindset Confidence Overcoming difficulties Sleep Brain function Emotional regulation	A-Levels University degrees Academic study Career opportunities Vocational courses BTECs NVQs T-Levels Hands-on learning Industries Education routes Benefits Exploring options Apprenticeships Real-world experience Qualifications Salary Post-16 pathway Skills Interests Career ambitions Expectations Workloads	Employees Rights and responsibilities Fair treatment Safety Professional conduct Work experience Skills and insights Confidence Employability Career prospects Employers Challenges Adversity Problem-solving Resilience Teamwork Personal strengths Interests Career choices Job satisfaction Self-awareness Career path Motivation	Public institutions NHS Department for Education Housing services Transport services Government departments Health and Social Care Work and Pensions Food Standards The Treasury Charities Voluntary groups Support Communities Aid Social issues Sustainability initiatives Public engagement Extra-curricular activities Personal development Teamwork Confidence School charity initiatives	Budgeting Saving money Managing debt Financial stability Control spending Plan for the future Credit scores Financial opportunities Loans Mortgages Interest rates Responsible borrowing Timely repayments Gambling addiction Mental health Finances Relationships Online gaming Gambling elements Financial risks Fraud Cybercrime Scams

	Joint enterprise Social norms Peer pressure Alcohol and drugs Risky decisions	Physical health Concentration Health issues Good sleep habits Screen time Routine Overall well-being	Progression opportunities Alternative pathways Specific qualifications Research Practical skills Academic learning Informed decision Entry requirements Learning styles Career prospects	Self-discipline Work ethic Goals Positive mindset Soft skills Communication Technical expertise Hard skills Success Balance Personal strengths Career planning Professional growth Online presence Personal branding	Generosity Awareness Active involvement Public services Healthcare Education Transportation Financial support Voluntary organizations Complement Care and social welfare Community-led projects Fundraising Environmental projects Local advocacy Charity work Responsibility Empathy Social awareness	Identity theft Phishing attacks Personal information Financial exploitation Online fraud Money laundering Legal risks Financial risks Fraudulent schemes Prevent financial losses Identity theft prevention
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...	Understanding these ideas is important because they help us live safely and fairly in society. Knowing about British values ensures everyone is treated equally. Learning about protected characteristics helps prevent discrimination. Recognizing good and bad friendships helps protect our emotions and make better choices. Learning how to manage risks and influences from others helps us stay safe and make smarter decisions. Being aware of dangers like gangs, knives, and drugs helps us avoid harm and act responsibly.	Stress affects everyone differently, but learning how to handle it can make us stronger. Using tools like deep breathing or talking to someone can help reduce stress and anxiety. Knowing what causes stress helps us avoid getting too overwhelmed. Staying positive and keeping a good attitude can boost our motivation and mental health. Getting enough sleep is important for our body and mind to work well. When we sleep poorly, it's harder to focus and we feel more stressed. Simple habits like reducing screen time before bed can help us sleep better and feel better.	Covers statutory Gatsby Benchmarks (GB2,3,4 and 7). Ensures every student is aware of the options and opportunities available to them Post-16 and allows them to make informed decisions and choices.	Covers statutory Gatsby Benchmarks (GB2,3,4 and 7). Ensures every student is aware of the options and opportunities available to them Post-16 and allows them to make informed decisions and choices.	Public services like the NHS and transport help everyone. Government departments handle important things like health and food safety. Charities and volunteers support communities. Local people can improve their area by joining in activities. School clubs and sports help build skills and confidence. Charity work at school teaches kindness. Public services provide healthcare, education, and transport. Voluntary groups help where government services don't. Community projects make neighborhoods better. Charity work teaches responsibility and caring for others.	Learning to budget, save, and manage debt helps keep money safe. A budget helps control spending and plan ahead. A good credit score is important for getting loans and lower interest rates. Keeping a good score means borrowing responsibly. Gambling can hurt your health, money, and relationships. Online gaming can be risky and lead to addiction. Fraud and cybercrime, like scams and identity theft, happen online. Sharing personal info online can lead to fraud. Online fraud and money laundering are dangerous for your money and the law. Knowing about scams helps protect you from losing money or your identity.
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about British Values and protected characteristics will be delivered in a balanced, factual and age-appropriate manner. Staff will ensure that discussions promote respect,	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about emotions, emotional vocabulary and mental wellbeing will be delivered in a supportive and age-appropriate manner. Staff will not require students to disclose personal mental	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about post-16 pathways, qualifications and progression routes will be delivered in an age-appropriate, factual and impartial manner. Staff will ensure that no route (academic or vocational) is promoted over another.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about career development, future pathways and decision-making will be delivered in a supportive and aspirational manner. Staff will encourage students to explore a range of opportunities without placing pressure on them to make definitive career choices.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about public institutions, citizenship and community participation will be delivered in a factual, balanced and age-appropriate manner. Staff will ensure that content remains educational and does not promote particular political viewpoints or organisations.	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about money management, budgeting, saving and financial planning 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 debt, credit scores and financial responsibility will focus on informed decision-making and future financial wellbeing.

	inclusion and tolerance and do not require students to disclose personal beliefs or experiences. - Lessons exploring discrimination, stereotypes and group behaviour will focus on recognising and challenging prejudice in a safe and structured way. Staff will manage any inappropriate language or attitudes in line with school policy. - Discussions about friendships, peer pressure, group influence and “group think” will focus on recognising pressure, making safe choices and seeking support. Students will not be required to share personal experiences of peer pressure or peer conflict. - Teaching about risk-taking and decision-making will be delivered in an age-appropriate and preventative manner. Staff will avoid normalising risky behaviours and will focus on strategies for staying safe and seeking help. - Lessons exploring gangs and gang-related behaviour will focus on safeguarding, recognising warning signs and understanding risks. Content will avoid glamorising gang involvement or providing operational detail. - Teaching about knife crime, carrying weapons and associated risks will be delivered sensitively and in line with safeguarding guidance. Staff will focus on legal consequences, personal safety, harm prevention and reporting mechanisms rather than graphic or detailed accounts of violence. - Discussions about joint enterprise and related legal concepts will be factual and simplified where appropriate. Staff will ensure that content remains educational and does not sensationalise criminal behaviour or cases.	health experiences or family circumstances. - Lessons exploring happiness, loneliness, social connection and wellbeing will focus on normalising a range of emotional experiences. Students will not be pressured to share personal experiences of loneliness, distress or mental health concerns in front of peers. - Teaching about worry, low mood, stress and anxiety will emphasise that these experiences are common and manageable. Staff will avoid encouraging personal disclosures and will provide appropriate signposting where concerns arise. - Discussions about coping strategies for stress and anxiety will focus on general techniques and wellbeing skills. Staff will ensure that activities are supportive and do not require students to reveal personal triggers or experiences. - Lessons involving reflection on mental wellbeing, positivity and resilience will be delivered in a non-judgemental manner. Staff will avoid implying that students should present a consistently positive outlook or suppress difficult emotions. - Teaching about physical activity, sleep, screen time and digital wellbeing will focus on general healthy habits. Students will not be required to disclose personal routines, home environments or lifestyle factors. - Discussions about sleep hygiene, screen-free time and the impact of sleep on wellbeing will be delivered sensitively and without judgement of individual circumstances. - Lessons exploring stress management will avoid placing students in situations where they feel pressured to explain personal stressors or coping behaviours.	- Discussions about GCSEs, A-Levels, BTECs, T-Levels, NVQs, apprenticeships and degree pathways will focus on providing accurate information. Students will not be required to disclose personal academic attainment or predicted grades in front of peers. - Lessons exploring post-16 choices will be delivered in a supportive and non-pressurised environment. Staff will ensure that students feel able to consider a range of options without judgement or comparison. - Teaching about the demands and expectations of different post-16 routes will be framed constructively, focusing on preparation and informed decision-making rather than limitation or ability judgement. - Activities involving reflection on suitability of pathways will be optional to share. Students will not be placed under pressure to justify their choices or compare themselves with others. - Discussions about further education and careers progression will be inclusive and aspirational. Staff will ensure that all students are encouraged to consider a broad range of opportunities regardless of background or current attainment. - Teaching about apprenticeships and vocational routes will be delivered alongside academic routes to ensure parity of esteem. Staff will avoid language that could unintentionally devalue any pathway. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to disclose personal or family circumstances, including grades 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	- Discussions about strengths, interests and career aspirations will focus on personal development and self-reflection. Students will not be required to disclose personal circumstances, aspirations or perceived limitations in front of peers. - Lessons exploring how decisions can influence future opportunities will be delivered positively, emphasising informed choices and the possibility of multiple progression routes rather than presenting decisions as irreversible. - Teaching about employment rights and responsibilities will be factual and age-appropriate. Students will develop an understanding of workplace expectations, fair treatment and equality without being required to share personal or family employment experiences. - Discussions about work experience and employability will focus on preparation, skills development and personal growth. Staff will ensure that students are not disadvantaged or embarrassed by differences in access to work-related opportunities. - Lessons exploring challenge, resilience and adversity in the workplace will focus on problem-solving, adaptability and professional behaviours. Staff will avoid encouraging students to disclose personal experiences of hardship or adversity. - Teaching about motivation, work ethic and employability skills will be delivered in a supportive and non-judgemental way. Students will be encouraged to reflect on their own development without comparison to others. - Discussions about online presence, digital reputation and personal branding will focus on online safety, responsible communication and future opportunities. Students will not be required to share social media accounts, online profiles or personal online activity. - Lessons addressing personal branding and online behaviour will emphasise privacy, digital footprints and safeguarding considerations. Staff will avoid directing students towards public sharing of personal information. - Ground rules for respectful discussion will be established and	- Discussions about the rights and liberties enjoyed by citizens will focus on understanding civic responsibilities, participation and the role of public services in society. - Lessons exploring public institutions such as health, education, housing, transport and welfare services will be delivered factually and sensitively. Students will not be required to disclose personal or family experiences of accessing public services. - Teaching about voluntary groups, charities and community organisations will focus on the positive role these organisations can play in supporting individuals and communities. Staff will ensure that examples are appropriate and relevant to students' age and understanding. - Discussions about community improvement and local initiatives will encourage positive citizenship and engagement. Students will not be required to disclose personal circumstances or community issues that may affect them or their families. - Lessons exploring charitable work and fundraising will be delivered in an inclusive manner. Staff will ensure that students are not placed under pressure to donate money, participate in fundraising activities or disclose financial circumstances. - Teaching about extracurricular activities will focus on the benefits of participation, personal development and community involvement. Staff will recognise that students may have different levels of access to activities outside school and will avoid making assumptions about participation. - Discussions about volunteering and community involvement will encourage respect for different experiences and opportunities. Staff will ensure that students do not feel disadvantaged or judged based on their personal circumstances. - 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 experiences of public services, and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Throughout the unit, staff will signpost students to appropriate sources of	Staff will avoid creating anxiety about financial matters or comparing students' circumstances. - Teaching about gambling will focus on understanding risks, legal frameworks and harm prevention. Content will be delivered factually and will not normalise, promote or glamorise gambling behaviours. - Discussions about gambling-related harms, including impacts on mental health, anxiety, depression and suicide, will be handled sensitively and in an age-appropriate manner. Staff will avoid graphic detail and will provide clear signposting to support services where appropriate. - Lessons exploring gambling products and gambling-like activities will focus on recognising risk factors, understanding manipulation techniques and making safe choices. Staff will not provide information that could encourage participation. - Teaching about fraud, cybercrime and financial exploitation will focus on recognising risks, protecting personal information and seeking help. Staff will avoid providing operational details that could facilitate criminal activity. - Discussions about online fraud, scams and money laundering will be delivered from a safeguarding and prevention perspective. Students will learn how to identify warning signs and report concerns safely. - Lessons addressing online safety and the sharing of personal information will reinforce the importance of privacy, digital security and responsible online behaviour. Students will not be required to share personal online experiences or account information. - Teaching about financial crime may prompt disclosures relating to exploitation, coercion or criminal activity. Staff will respond appropriately to any concerns raised and follow the school's safeguarding procedures where necessary. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal or family financial information 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, financial education services and organisations supporting individuals affected by gambling-related harm, fraud or exploitation.
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	- Lessons about the law relating to knives and weapons will focus on legality, consequences and safety. - Teaching about passive, aggressive and assertive behaviour will be used to support positive communication and healthy relationships. Staff will ensure role-play activities are managed sensitively so that no student feels uncomfortable or targeted. - Discussions about alcohol, drugs and peer group influence will focus on risk awareness, refusal skills and safe decision-making. Staff will avoid encouraging disclosure of personal or family substance use. - 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, and that confidentiality cannot be guaranteed where a safeguarding concern is identified. - Staff will remain alert to safeguarding concerns that may arise during discussions of gangs, knife crime, substance use or peer influence and will follow the school's safeguarding procedures where necessary. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, trusted adults, and specialist services for concerns relating to exploitation, violence, substance use or peer pressure.	- Staff will remain alert to potential safeguarding disclosures arising from discussions of mental health and will respond in line with school safeguarding procedures where necessary. - 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 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 mental health support services where relevant.	when making post-16 decisions or considering progression routes.	reinforced throughout the unit. Students will be reminded not to share personal information about themselves or others, including online identities, family employment circumstances 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 regarding aspirations, employability or future pathways.	support, including pastoral staff, safeguarding leads, trusted adults and opportunities for safe participation in school and community activities where appropriate.	
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 Gatsby Benchmarks 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	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance

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Links to Faith and Culture						