

Subject:	Learning For Life	Year	10	Ability	All
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Term / Date(s)						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topic	Post-16 Pathways and Local Opportunities	Personal Safety, Wellbeing and Resilience	Preparing for Employment and Post-16 Applications	Healthy Relationships, Safeguarding and Managing Risk	Democracy, Government & the Rights and Responsibilities of Citizens	Career Readiness: Skills, Choices and Experience
Students will learn...	Students will learn about local post-16 providers, including colleges, sixth forms, and technical colleges, and the courses they offer such as A-Levels, BTECs, NVQs, T Levels, and apprenticeships. Students will learn how to navigate college websites and understand the application processes for different post-16 pathways, including how to apply for apprenticeships. Students will learn what the next stages of education may look like after GCSEs and how to create a 5-year plan to support their goals and aspirations. Students will learn how to make informed decisions about post-16 options by understanding the qualifications, opportunities, and pathways available in their local area.	Students will learn about the online world, including recognising fake accounts, AI-generated or misleading content, exaggerated online identities, and the use of social media in bullying, harassment, stalking, and coercive control, as well as how to seek support. Students will learn about physical and mental wellbeing, including the benefits of healthy lifestyle choices, cancer prevention, and the science of blood, organ, and stem cell donation. Students will learn about personal safety and risk, including recognising signs of grooming and exploitation, understanding knife crime risks, and knowing how to seek help from trusted adults. Students will learn about body image, the influence of media and advertising, peer pressure, resilience, and how to use feedback and personal reflection to support growth and decision-making.	Students will learn how to write effective personal statements for post-16 applications, understanding how to present their skills, achievements, and aspirations clearly and confidently. Students will learn how to create a strong CV and understand how both CVs and personal statements are used in applications to further education, training, and employment. Students will learn how to prepare for interviews, including how to answer questions effectively and present themselves professionally. Students will learn about work conduct and career case studies, including how labour market information influences career opportunities and expectations in the workplace.	Students will learn about respectful relationships, including tolerance, communication, managing conflict, and ending relationships or friendships in a positive and healthy way. Students will learn how to recognise and challenge prejudice, stereotypes, extremism, and unsafe or exploitative relationships, including online influences, and understand how to identify trust and seek help. Students will learn about exploitation, abuse, and violence, including domestic abuse, sexual harassment, sexual violence, and gang-related harm, and know how and where to access support. Students will learn how relationships and families can change over time, and how peer influence and emotional skills can support safe, responsible decision-making.	Students will learn about parliamentary democracy in the United Kingdom, including the constitution, the separation of powers, and the roles of Parliament, government, the judiciary, and the free press in holding power to account. Students will learn about different electoral systems and how citizens can participate in democratic and electoral processes to influence decision-making at local, national, and global levels. Students will learn about different systems of government, including democratic and non-democratic systems, and understand the UK's relationships with international organisations such as the European Union, Commonwealth, and United Nations. Students will learn about human rights and international law, and the roles and responsibilities of executive and parliamentary members in governing and decision-making.	Students will learn about workplace health and safety, employment rights and responsibilities, and the expectations of professional behaviour, including teamwork, communication, and reliability. Students will learn how to research and apply for colleges and apprenticeships, including understanding deadlines, entry requirements, and different post-16 pathways. Students will learn about qualification levels and how different routes, including GCSEs, Level 2 and Level 3 qualifications, link to careers and future opportunities. Students will learn how to reflect on work experience by identifying skills gained, areas for improvement, and setting future career and learning goals.
Components	Students will understand what Post-16 providers are in the local area. Students will build on prior understanding of Post-16 options, including the different types of qualifications and apprenticeships.	Students will build on prior understanding of 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, and that social media users may say things in more extreme ways than they might	Students will understand how to write a Personal Statement and the importance of writing a strong personal statement in support of Post-16 applications. Students will explore Careers Case Studies which explore a range of different Careers, some of which	Students will build on prior understanding what tolerance requires, including the importance of tolerance of other people's beliefs. Students will build on prior understanding of the practical steps pupils can take and skills they can develop to support	Students will have an understanding parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.	Students will have an understanding of health and safety at workplaces. Students will build on prior knowledge of employment rights and responsibilities. Students will understand how to apply for a college place, and consider which is most appropriate for them.

	Students will learn what will the next few years look like for them in terms of completing GCSEs and thinking about life post-16 Students will understand how to create a 5-year plan to help build their own personal goals and aspirations Students will understand how to navigate a college website Students will understand what is meant by a Technical College and examples of these in the local area Students will understand what courses are on offer at local technical colleges Students will build on prior understanding of what is meant by A-Levels, and in addition, students will understand what colleges/sixth forms in the local area offer A-Levels Students will build on prior understanding of BTECs/NVQs and T Levels are, and in addition, students will understand what colleges offer BTECs/NVQs and T Levels in the local area Students will understand what an apprenticeship is and how to apply for one.	in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. Students will build on prior understanding of how to identify when technology and social 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 understanding of the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. Students will have an understanding of cancer prevention, as well as the science relating to blood, organ and stem cell donation. Students will build on prior understanding of which trusted adults they can talk to if they are worried about violence and/or knife crime. Students will build on prior understanding of the risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. Students will understand body image, the impact of the industry, and how advertising influences perceptions. Students will learn about areas for development and how to act on feedback for personal growth. Students will build on prior understanding about peer influence and resilience, and how to manage risks effectively.	have been chosen based on the LMI for the local area. Students will understand what is meant by 'Work Conduct' and how they can ensure they meet the demands of the working environment. Students will understand how to write and perfect a personal statement aiming to ensure they sell themselves to the best of their abilities. Students will understand how to write a strong CV and how CVs are used. Students will understand how to approach an interview and how to successfully answer interview questions.	respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. Students will build on prior understanding of the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. Students will build on understanding of families and relationships change over time, including through birth, death, separation and new relationships. Students will build on prior understanding about vulnerability to gang crime, including factors like money and clothing, in addition to this, students will learn about the impact of gang crime on individuals, families, communities, and society. Students will further build on prior understanding of challenging prejudice, including understanding bias, reliability, and extremism. Students will build on prior understanding of skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. Students will build on prior understanding of stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). They should be equipped to recognise misogyny and other forms of prejudice. Students will build on their prior understanding of how to determine whether other children, adults or sources of information are trustworthy, how to judge	Students will have an understanding of the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond. Students will understand the systems and forms of government, both democratic and non-democratic, beyond the United Kingdom. Students will have an understanding of the local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world. Students will build on their understanding of human rights, international law and their global importance. Students will learn about the roles of executive parliamentary members and their responsibilities.	Students will build on prior understanding of how to research colleges and courses that match their interests and career goals, with an understanding of application timelines, deadlines, and required documents Students will build on prior understanding that different qualifications can lead to different career paths or further education opportunities, students will begin to recognise the value and level of qualifications (e.g., GCSEs, Level 2, Level 3). They will show an understanding of how qualifications align with personal interests and job markets. Students will build on prior understanding of what apprenticeships are and how they combine work and study, the types of apprenticeships available locally and nationally, the benefits of apprenticeships (earning while learning, gaining experience), how to apply for apprenticeships and what employers look for Students will understand what counts as professional behaviour and attitudes expected in the workplace (punctuality, communication, teamwork), they will have an understanding workplace rules, dress codes, and responsibilities, an introduction of how to handle challenges and conflicts professionally and they will understand the importance of reliability, initiative, and positive attitude Students will reflect on personal experiences gained during work placements, they will identify skills developed and areas for improvement and finally, set goals for future learning and career development based on experience.
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				Students will revisit prior understanding of laws surrounding domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty.		
What Students should already know (prior learning components)	Students have already explored CEIAG throughout their time at the Academy: Year 7, Unit 3: Discovering Skills, Aspirations and Careers Year 8, Unit 3: Exploring Careers Unit 6: Setting Goals Year 9: Unit 3: Exploring Future Pathways Unit 5: Employability Skills	Students have already explored: Year 7, Unit 1: Building and Identifying Relationships Year 7, Unit 2: Health & Wellbeing Year 3, Unit 3: Diversity and Discrimination Year 8, Unit 1: Respectful Relationships Year 8, Unit 2: Emotional Wellbeing Year 9, Unit 2: Exploring Influence Year 9, Unit 3: Healthy Relationships	Students have already explored CEIAG throughout their time at the Academy: Year 7, Unit 3: Discovering Skills, Aspirations and Careers Year 8, Unit 3: Exploring Careers Unit 6: Setting Goals Year 9: Unit 3: Exploring Future Pathways Unit 5: Employability Skills Year 10: Unit 1, Post-16 Options	Students have already explored some of these ideas previously but this scheme of learning builds on previous knowledge: Year 7, Unit 1: Building and Identifying Relationships Year 7, Unit 2: Health & Wellbeing Year 3, Unit 3: Diversity and Discrimination Year 8, Unit 1: Respectful Relationships Year 8, Unit 2: Emotional Wellbeing Year 9, Unit 2: Exploring Influence Year 9, Unit 3: Healthy Relationships	Students have already explored some of these ideas previously but this scheme of learning builds on previous knowledge: Year 7, Unit 5: Citizenship Year 8, Unit 5: Citizenship Year 9, Unit 5: Citizenship	Students have already explored CEIAG throughout their time at the Academy: Year 7, Unit 3: Discovering Skills, Aspirations and Careers Year 8, Unit 3: Exploring Careers Unit 6: Setting Goals Year 9: Unit 3: Exploring Future Pathways Unit 5: Employability Skills Year 10: Unit 1, Post-16 Options Year 10, Unit 3: Experiencing Post-16
Golden Knowledge	- Understand that the next few years will involve completing GCSEs and planning for life after 16. - Understand that creating a 5-year plan helps set goals and aspirations for the future. - Understand how to navigate a college website to find useful information. - Understand how to apply to college and the necessary requirements for college applications. - Understand what a Technical College is and learn about local examples of these institutions. - Understand the courses offered at local technical colleges and how they	- Understand that body image, the impact of the industry, and advertising can influence how people perceive themselves. - Understand that mental and emotional health is important, and self-esteem and recognizing strengths can help build confidence. - Understand that areas for development can be improved by acting on feedback and making efforts for personal growth. - Understand that peer influence and resilience can affect decisions, and learning to manage risks is key for well-being. - Understand that many factors, including environment and	- Understand that Careers Case Studies help explore a range of different careers, including those based on the local area's labor market information (LMI). - Understand what is meant by 'Work Conduct' and how to meet the expectations of a working environment. - Understand how to write and perfect a personal statement to present yourself effectively. - Understand how to create a strong CV and the role a CV plays in the job application process. - Understand how to approach an interview and how to answer interview questions confidently.	- Understand that relationships can be affected by separation, divorce, and bereavement, and these experiences can have lasting emotional effects. - Understand that assessing the reliability of a relationship involves recognizing trustworthiness and healthy boundaries. - Understand that vulnerability to gang crime can be influenced by factors such as money, clothing, and peer pressure. - Understand that gang crime can have a negative impact on individuals, families, communities, and society as a whole. - Understand that challenging prejudice involves recognizing bias, evaluating reliability, and addressing	- Understand that executive parliamentary members have specific roles and responsibilities in government. - Understand that holding those in power to account is done through the legislature, judiciary, and free press. - Understand that electoral systems in the UK and other countries determine how elections are conducted and votes are counted. - Understand that international governance involves organizations like the Commonwealth and the United Nations, which work globally to address key issues. - Understand that human rights and international law are crucial for protecting people's rights and maintaining justice worldwide.	- Understand the key steps and requirements involved in the college application process - Understand the different post-16 education and training providers available locally - Understand of the main types and levels of qualifications and how they relate to career pathways - Understanding of what apprenticeships are, including how to find and apply for them - Understanding of professional work conduct, including expected behaviors and workplace etiquette - Understanding of how to reflect on and evaluate work experience to identify skills and learning points

	can benefit future career paths. • Understand what A-Levels are and how they differ from other educational pathways. • Understand which colleges and sixth forms in the local area offer A-Levels and what options are available. • Understand what BTECs, NVQs, and T Levels are and how they provide vocational qualifications. • Understand which colleges in the local area offer BTECs, NVQs, and T Levels and what the requirements are. • Understand what an apprenticeship is and how to apply for one to gain practical experience while earning.	experiences, influence goals and behavior. • Understand that cancer prevention and donating blood, organs, or stem cells can make a positive impact on others' lives. • Understand that sleep, a balanced diet, and managing social media use are important for maintaining physical and mental health.		extremism to promote equality.		
Transferrable knowledge (skills)	Students will be able to take the skills and knowledge of applying to college and different types of courses into Year 11 with them and use this information to help them with their own career pathways and choices	• Body Image Awareness: Understanding how advertising and the media shape how we see ourselves. • Mental & Emotional Health: Recognizing the importance of self-esteem and strengths for confidence. • Personal Growth: Learning how feedback helps improve skills and work on areas for development. • Managing Peer Influence: Knowing how peer pressure affects choices and learning how to manage risks for better well-being. • Goal Setting & Behavior: Understanding how our environment and experiences influence the goals we set and the way we act. • Health Awareness: Learning about the	Students will be able to take the skills and knowledge of Work Conduct onto their Work Experience placements which will happen later in Year 10 (HT6). Students will understand how to write a personal statement and CV and be able to use these with their college applications in Year 11. Students will also understand how to approach interview questions, and these can help prepare students for their Mock Interviews (HT1 of Year 11)	• Emotional Impact of Relationships: Understanding how events like separation, divorce, and bereavement can affect relationships and cause emotional stress. • Evaluating Relationships: Knowing how to assess trust and set healthy boundaries in relationships. • Gang Crime Awareness: Recognizing how factors like money, peer pressure, and clothing can influence involvement in gang crime. • Impact of Gang Crime: Understanding the negative effects gang crime can have on individuals, families, and communities. • Challenging Prejudice: Learning how to identify bias, evaluate trustworthiness, and address extremism to promote fairness and equality.	• Responsibility: Knowing how to take responsibility and stay safe in different situations. • Risk Awareness: Recognizing dangers and making better decisions to avoid harm. • Personal Safety: Protecting yourself and assessing risks in various environments. • Consent and Respect: Understanding the importance of boundaries in all relationships. • Budgeting: Learning to manage money, plan spending, and save. • Financial Knowledge: Understanding how to handle bank accounts and earnings. • Reviewing Information: Practicing how to review and reinforce learning to improve understanding.	Understanding structured processes: Knowing how to navigate application procedures and deadlines (useful for college, jobs, or other opportunities) Research and decision-making skills: Being able to gather, compare, and assess information about options to make informed choices Awareness of qualification frameworks: Understanding how different types of qualifications fit into education and career planning, which helps in lifelong learning decisions Professional communication and behavior: Applying workplace etiquette and communication skills in various settings, including school, work, and social environments Self-reflection and evaluation: Developing the ability to review experiences critically to identify strengths, weaknesses, and areas for improvement Goal setting and planning: Using insights from work experience and

		impact of cancer prevention and how donating blood, organs, or stem cells can help others. • Healthy Habits: Recognizing the importance of sleep, a balanced diet, and managing social media for physical and mental health.				career exploration to set realistic and achievable future goals
Key vocabulary pupil will know and learn	5 Year Plan, College, Technical College, Sixth Form, A-Level, BTEC, NVQ, T-Level, Apprenticeship	Body Image Industry Impact Advertising Mental Health Emotional Health Self-Esteem Strengths Feedback Personal Growth Peer Influence Resilience Risk Management Goals Behavior Cancer Prevention Blood Donation Organ Donation Stem Cell Donation Balanced Diet Social Media Management	Careers, LMI, Teacher, Construction Worker, Engineer, Work Conduct, Cyber Security Manager, Personal Statement, CV, Interview, STAR Model	Relationships Separation Divorce Bereavement Emotional Effects Reliability Trustworthiness Boundaries Gang Crime Vulnerability Peer Pressure Impact Individuals Families Communities Society Prejudice Bias Extremism Equality	Executive Parliamentary Members Roles and Responsibilities Holding Power to Account Legislature Judiciary Free Press Electoral Systems Elections Votes International Governance Commonwealth United Nations Human Rights International Law Justice	Application process Personal statement Post-16 providers Sixth form Further education Vocational qualifications Academic qualifications Apprenticeship Workplace conduct Punctuality Teamwork Work experience Reflection Interview Deadline Qualification levels (e.g., Level 2, Level 3) Career pathways Employability skills Goal setting
Assessment activities	Students will be actively encouraged to purple pen throughout the unit and have to reflect on information to understand which decisions are correct for them going forward in their Careers Journey.	Students will be assessed using discussion throughout the lessons. Purple Pen will be used to reflect on information presented.	Students will be actively encouraged to purple pen throughout the unit and have to reflect on the information presented to them to understand which decisions are correct for them going forward in their Careers Journey.	Students will be assessed using discussion throughout the lessons. Purple Pen will be used to reflect on information presented.	Students will be assessed using discussion throughout the lessons. Purple Pen will be used to reflect on information presented.	Students will be assessed using discussion throughout the lessons. Purple Pen will be used to reflect on information presented.
Notes Why this topic is important Why this topic is important...	This unit is important because it 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.	This unit is important because it helps students build confidence, manage mental health, and improve personal growth. It teaches how body image and advertising affect how we see ourselves, how to stay resilient in tough situations, and how to make healthy choices for well-being. It also explains the importance of cancer prevention and how donating blood, organs, or stem cells can help others.	This unit is important because it 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.	This unit is important because it helps students understand the emotional impact of relationships, particularly during difficult times like separation, divorce, and bereavement. It also teaches how to assess trustworthiness in relationships and recognize healthy boundaries. The unit covers the risks of gang crime and how it affects individuals and society, while also promoting ways to challenge prejudice and extremism to encourage equality.	This unit is important because it helps students understand how governments work, including the roles of key leaders and how they are held accountable. It teaches how elections are conducted and how different countries work together to address global issues. The unit also explains the importance of protecting human rights and ensuring justice through international law.	This unit is important because it teaches essential life skills, including safe driving, managing risky behaviors like drug and alcohol use, and protecting personal safety. It also covers important topics like understanding consent, budgeting household finances, and managing personal money through bank accounts and savings. By reviewing these concepts, students are better prepared to make informed decisions in their personal lives.

Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about post-16 pathways, providers and local options will be delivered in an age-appropriate, factual and impartial manner. Staff will ensure that no provider, qualification route or destination is promoted over another. - Discussions about GCSE progression, post-16 study and future planning will be supportive and non-pressurised. Students will not be required to disclose predicted grades, personal aspirations or family expectations in front of peers. - Lessons exploring post-16 options (including A-levels, BTECs, NVQs, T Levels and apprenticeships) will focus on providing accurate information and helping students make informed choices rather than directing them towards specific pathways. - Teaching about local colleges, sixth forms, technical colleges and apprenticeship providers will be delivered factually. Staff will avoid encouraging comparison between students or implying that certain routes are more suitable based on background or attainment. - Activities involving career planning and 5-year goal setting will be reflective and optional to share. Students will not be required to disclose personal circumstances or justify their aspirations to others. - Lessons involving research skills, such as navigating college websites and exploring course information, will be delivered in a supervised and safe manner. Students will be supported to	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about social media, artificial intelligence and online content will be delivered in an age-appropriate and critical manner. Staff will focus on media literacy, recognising misinformation and understanding online risks rather than directing students towards specific platforms or content. - Discussions about fake accounts, exaggerated online profiles and extreme online communication will be used to develop critical thinking. Students will not be required to share personal social media use, accounts 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. Staff will focus on recognising warning signs and seeking help rather than detailed case examples. - Teaching about identifying and responding to online abuse will emphasise safe reporting routes, trusted adults and support services. Students will be reminded that concerns should always be reported and taken seriously. - Lessons on body image and media influence will be delivered in a supportive and non-judgemental manner. Staff will avoid reinforcing appearance-based pressures and will ensure students are not required to disclose personal insecurities. - Discussions about advertising, body image and industry influence will focus on awareness and critical evaluation of media messages rather than encouraging comparison between students. - Teaching about mental wellbeing, including physical	- Students will be regularly reminded of support services both within the Academy and externally - Teaching about personal statements, CV writing and interview skills will be delivered in an age-appropriate, supportive and non-judgemental manner. Staff will ensure that all students are encouraged to present themselves positively without comparison or pressure. - Activities involving self-reflection for personal statements will be optional to share. Students will not be required to disclose personal circumstances, attainment, or sensitive background information in front of peers. - Lessons exploring CV writing and employability skills will focus on personal development and transferable skills. Staff will avoid placing students in situations where they feel embarrassed or disadvantaged due to lack of experience. - Teaching about interview preparation will be delivered in a safe and structured environment. Role-play activities will be carefully managed to ensure students feel comfortable and are not put under undue pressure. - Discussions about “selling yourself” in applications will be framed positively, focusing on confidence, strengths and skills development, while avoiding comparisons between students. - Careers case studies will be age-appropriate, anonymised where necessary, and selected to promote aspiration and awareness of Labour Market Information (LMI) without reinforcing stereotypes. - Teaching about work conduct and workplace expectations will be factual and focused on professional behaviour, respect and responsibility. Students will not be required to disclose personal or family employment experiences. - Lessons involving interview practice and feedback will be handled sensitively, ensuring feedback is constructive and not discouraging or comparative in nature.	- Students will be regularly reminded of support services both within the Academy and externally - Discussion of tolerance and respecting others’ beliefs will be delivered in an age-appropriate and structured way. Staff will focus on understanding respectful behaviour and inclusion, rather than requiring students to disclose or debate personal or family beliefs. - Teaching about respectful communication skills, including conflict resolution with peers and strangers, will be carefully managed through scenarios. Staff will ensure that role-play or discussion does not require students to share personal conflict situations. - Discussion of exploitation (including sexual, criminal and financial exploitation and grooming) will be delivered in a safeguarding-focused and age-appropriate manner. Staff will focus on recognising signs, understanding risk and knowing how to seek help, rather than exploring explicit or detailed case accounts. - Teaching about changing family structures (including birth, death, separation and new relationships) will be handled sensitively. Staff will ensure students are not required to disclose personal family circumstances or experiences in class. - Discussion of gang-related risks and vulnerability factors (such as money, clothing or peer influence) will focus on awareness, prevention and impact. Staff will avoid glamorising gang involvement or encouraging identification with gang-related behaviours. - Teaching about prejudice, bias, reliability of information and extremism will be delivered in a balanced and factual way. Staff will avoid sharing extremist material and will ensure discussion remains focused on critical thinking and safeguarding. - Discussion of ending friendships or relationships and managing	Students will be regularly reminded of support services both within the Academy and externally - Teaching about parliamentary democracy, the UK constitution and the separation of powers (executive, legislature, judiciary and free press) will be delivered in an age-appropriate and factual manner. Staff will ensure discussion remains focused on the systems and processes rather than personal political beliefs or family views, and students will not be required to share their own opinions. - Discussion of democratic participation, voting and electoral systems will be neutral and balanced. Staff will focus on how systems work and how citizens can participate, rather than encouraging or directing students towards any political viewpoint, party or affiliation. - Teaching about different systems and forms of government, including democratic and non-democratic systems, will be delivered factually and without judgement. Staff will avoid sensationalising examples and will ensure comparisons are age-appropriate and focused on understanding governance structures. - Discussion of local, regional and international governance, including the UK’s relationship with Europe, the Commonwealth and the United Nations, will remain factual and impartial. Staff will avoid political bias and ensure students are not required to disclose personal or family political views. - Teaching about human rights and international law will be delivered in an age-appropriate and balanced way, focusing on their purpose and global application. Staff will keep discussion focused on principles rather than contentious political debate or personal viewpoints. - Discussion of the roles and responsibilities of executive parliamentary members will focus on understanding governance and accountability. Staff will ensure content remains factual and students are not required to express opinions about real political figures or current events in a way that could cause discomfort or conflict. - Throughout the unit, staff will signpost students to appropriate sources of support, including pastoral staff, safeguarding leads, trusted adults.	- Students will be regularly reminded of support services both within the Academy and externally - Discussion of workplace health and safety will be delivered in an age-appropriate and factual manner. Staff will focus on general principles of keeping safe in work environments rather than detailed risk scenarios that could cause anxiety or distress. - Teaching about employment rights and responsibilities will be delivered in a neutral and balanced way. Staff will ensure students understand legal and workplace expectations without requiring personal disclosure of family employment circumstances. - Discussion of applying for college places will be supportive and non-pressurised. Staff will ensure students are not compared against one another and are not required to share personal choices, predicted grades or destinations unless they choose to do so. - Teaching about researching colleges, courses and application timelines will be structured and guided. Students will only access approved information sources in school, and staff will ensure online research is supervised and appropriate. - Discussion of qualifications and progression routes (GCSEs, Level 2, Level 3 and beyond) will be impartial and factual. Staff will avoid suggesting that any route is superior and will not direct students based on perceived ability or background. - Teaching about apprenticeships will be balanced and informative, covering benefits, expectations and application processes. Staff will ensure students understand safeguarding considerations in the workplace and are aware of appropriate support routes when engaging with employers. - Discussion of workplace behaviour, expectations and professionalism will be scenario-based and age-appropriate. Staff will focus on positive behaviours rather than highlighting punitive or distressing examples of workplace failure or conflict. - Teaching about handling workplace challenges and conflict will focus on constructive problem-solving and communication skills. Students will not be required to disclose personal experiences of conflict or negative work situations. - Reflection on work experience will be guided and supportive. Students will not be required to share sensitive personal experiences in front of peers and will be
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	access appropriate and approved resources only. - Teaching about apprenticeships and application processes will be factual and skills-based. Staff will ensure that students are aware of safeguarding considerations around applications, interviews and workplace expectations. - Discussions about future pathways will be inclusive and aspirational, ensuring all students are encouraged to consider a broad range of opportunities regardless of background or current attainment. - 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 attainment or post-16 plans, unless they choose to do so appropriately. - Throughout the unit, staff will signpost students to appropriate sources of support, including careers advisers, pastoral staff, and trusted adults, particularly when making decisions about post-16 education and training routes.	activity, sleep, community participation and positive behaviours, will be delivered in a balanced and inclusive way. Students will not be required to disclose personal routines or lifestyle choices. - Lessons covering cancer prevention, blood donation, organ donation and stem cell donation will be factual and age-appropriate. Staff will avoid providing distressing detail or placing pressure on personal decision-making. - Teaching about exploitation, grooming, knife crime and violence-related risks will remain safeguarding-focused. Students will not be required to share personal experiences and any concerns raised will be handled according to safeguarding procedures. - Lessons exploring peer influence, resilience and goal setting will focus on skills development and decision-making. Staff will ensure that students are not compared against one another or placed under pressure to disclose personal challenges. - Discussions about personal goals, behaviour and development will be handled sensitively, ensuring that reflection activities are optional to share and not used for public comparison. - 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 or safeguarding concerns, in open forum settings. - Throughout the unit, staff will signpost students to appropriate sources of support, including safeguarding leads, pastoral staff, trusted adults, online safety reporting tools and specialist services for exploitation, abuse or mental health concerns.	- Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal or family employment details or future plans unless they choose to do so appropriately. - Throughout the unit, staff will signpost students to appropriate sources of support, including careers advisers, pastoral staff and trusted adults, particularly for students who may need additional help with applications or transition planning.	associated emotions will be handled sensitively. Staff will ensure students are not pressured to share personal experiences of relationship breakdowns. - Teaching about stereotypes (including those linked to sex, gender reassignment, race, religion, sexual orientation or disability) will focus on recognising and challenging prejudice. Staff will ensure discussions remain respectful and do not single out individuals or groups in a way that could cause discomfort. - Discussion of trust, safety in relationships and recognising unsafe situations will be scenario-based. Staff will ensure students are not required to disclose personal safeguarding concerns in front of peers. - Teaching about sexual harassment, sexual violence and harmful behaviours will be delivered in an age-appropriate and safeguarding-focused manner. Staff will ensure content is factual, avoids graphic detail, and reinforces that abuse is never the fault of the victim. - Discussion of domestic abuse, stalking, forced marriage, FGM, 'virginity testing' and hymenoplasty will be delivered sensitively in line with safeguarding guidance. Staff will focus on awareness, rights and support routes, and avoid distressing detail or personal disclosure. - Teaching about reporting concerns, seeking support and accessing help services will be clearly signposted throughout. Staff will ensure students understand how to seek help for themselves or others, while recognising that disclosures may need to be acted upon in line with safeguarding procedures. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded not to share personal experiences of abuse, exploitation or family circumstances in open discussion,		given options for private reflection where appropriate. - Goal-setting activities linked to careers and future development will be aspirational and non-judgemental. Staff will ensure students are not compared against one another and that all aspirations are treated respectfully. - Ground rules for respectful discussion will be established and reinforced throughout the unit. Students will be reminded to keep personal employment experiences, family circumstances and sensitive placement details private in group discussions unless they choose to share appropriately. - Throughout the unit, staff will signpost students to appropriate sources of support, including careers advisers, pastoral staff, and trusted adults, particularly when making decisions about post-16 education and training routes.
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				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 adult		
Links to Statutory 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 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	DFE Guidance Gatsby Benchmarks PSHE Association OFSTED Guidance
Links to Faith and Cultures						