

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

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Topic	Employability and Post-16 Pathways	Careers, Employability and Workplace Skills	Preparing for Future Life	Preparing for GCSE Success	Healthy Relationships in a Digital World	
Students will learn...	Students will learn how to prepare for and participate successfully in college and employment interviews, including practising common interview questions and using the STAR model to structure effective responses. They will develop their understanding of workplace expectations, health and safety, and employment rights and responsibilities. Students will learn about the range of post-16 education and training opportunities available locally, including qualifications and apprenticeships, and how to make informed decisions about their next steps. They will also develop their skills in writing personal statements and CVs, and learn how to apply for a variety of post-16 pathways.	Students will learn how their online presence can influence future education and career opportunities, while developing their understanding of employment rights and responsibilities. They will explore a range of professional career pathways, including those in Hospitality, Health and Social Care, Accountancy, Law, Teaching, STEM, Construction, Motor Vehicle, and the Armed Forces, Uniformed and Emergency Services. Students will learn how to use Labour Market Information (LMI) to make informed decisions about their future career choices and pathways. They will also build their interview preparation skills and develop an understanding of gender stereotypes, learning how to recognise and challenge them effectively in society and the workplace.	Students will learn how to stay safe in online, social, and public environments by protecting personal information, using privacy settings, recognising risk, managing peer influence, and seeking help or reporting harmful behaviour when needed. Students will learn about relationships and personal safety, including consent, healthy relationships, and the different forms of abuse, as well as how alcohol and drugs can affect judgement and increase risky decision-making. Students will learn key life skills for adulthood, including managing emotions and relationships, making responsible decisions, understanding learning to drive and car ownership, and developing financial skills such as budgeting, saving, and using bank accounts.	Students will understand how to create a realistic and effective revision timetable, tailored to their subjects and exam goals. Students will understand a range of revision and exam techniques, including how to approach different types of exam questions across subjects. Students will understand how to revise independently and effectively for GCSE exams, using a variety of strategies that support different learning styles, while also developing ways to manage stress and exam pressure.	Students will understand how to build respectful, equal and healthy relationships, including recognising prejudice, misogyny, consent and harmful sexual behaviours. Students will understand how to stay safe online by recognising harmful content, misinformation, pornography, deepfakes, AI risks and unhealthy online influences. Students will understand the laws, risks and responsibilities associated with sharing images, information and sexual content online, and know how to access support and report concerns.	
Components	Students will have an understanding of interview skills and understand how to conduct a college interview, on top of this, students will practice common interview questions including learning the STAR model. Students will build on prior understanding of appropriate workplace behaviours and in addition, health and safety in the workplace. Students will build on prior understanding of employment rights and responsibilities.	Students will understand online use and future career impact. Students will build on prior knowledge of employment rights and responsibilities. Students will build on prior understanding of Professional Careers in the Hospitality and Health & Social Care Sector. Students will build on prior understanding of Professional Careers in Accountancy, Law and Teaching and STEM.	Students will build on prior understanding online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. Students will build on prior understanding to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. They should learn ways of seeking help	Students will understand how to create a successful and realistic revision timetable. Students will understand different exam techniques for a variety of subjects that they study and how best to approach exam questions. Students will understand how to best cope with stress and ways to effectively manage stress and exam pressure during this period of their lives. Students will understand a range of different revision skills which will lend themselves to a range of different learning styles and different subject types.	Students will build on prior understanding of what tolerance requires, including the importance of tolerance of other people's beliefs. 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). Pupils should be equipped to recognise misogyny and other forms of prejudice. Students will build on prior understanding of how inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with	

	Students will build on prior understanding of post-16 providers in the local area, including the post-16 qualifications and apprenticeships that are on offers and be able to use their understanding to select an appropriate post-16 option for them. Students will build on prior knowledge of how to write a personal statement and CV. Students will learn and understand how to apply for different post-16 options.	Students will under future careers in construction and motor vehicle sectors Students will understand future careers in the Armed Forces and Uniformed & Emergency Services. Students will understand LMI and understand how LMI can benefit them in preparing for their future. Students will build on prior understanding of interview preparation for future careers. Students will understand gender stereotypes and ensuring that these are challenged successfully in society.	when needed and how to report harmful behaviour. In addition, they should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Students will build upon the understanding of laws surrounding consent. In addition to this, they will build upon and revisit concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. Students will build upon prior knowledge that the use of alcohol and drugs can lead people to take risks in their sexual behaviour. Students will build upon prior understanding and recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. Students will build upon prior understanding to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. Students will understand the concept of learning to drive, car ownership and the laws and financial implications of these. Students will understand the functions and uses of money, the importance and practice of budgeting, and managing risk. In addition to this, they will understand how bank accounts, saving and budgeting work.	Students will understand how to effectively and independently revise for their upcoming GCSE exams.	or without realising it, impose their preferences on others. Students will build on prior understanding of how pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. Students should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers. Students will build on prior understanding of not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. Students should understand that keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. They should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. In addition, they should also understand that sharing indecent images of people over 18 without consent is a crime. Students should build on prior understanding of what to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. Students will build upon prior understanding about the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. Students will build on prior understanding that the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. They should be taught where to go for advice and	
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					support about something they have seen online. In addition, should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. Students will build on prior understanding that pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect students who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. Students will build on prior understanding of how information and data is generated, collected, shared and used online. Students will build on prior understanding that AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. Students will rebuild on prior understanding of what constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. Students will build on prior understanding of concepts and laws relating to sexual violence, including rape and sexual assault. Students will build upon prior understanding that strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. Students will build on prior understanding pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. Students will build on prior understanding of how to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault. Students will build on prior understanding that some sexual behaviours can be harmful. Students will build on prior understanding of how and where to seek support for concerns around sexual relationships including sexual violence or harms.	
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					Students will build on prior understanding of how to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. Students will build on prior understanding of the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. Students will build upon prior understanding of how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. Students will build on prior understanding of the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it. Students will build on prior understanding of how and where to seek support for concerns around sexual relationships including sexual violence or harms. Students will build on prior understanding of the law surrounding online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery, nudes, etc, and including AI-generated sexual imagery and deepfakes). In addition, they should understand the law about online sexual harassment and online sexual abuse including grooming and sextortion. Students will build on prior understanding on the laws surrounding pornography within the UK.	
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 Year 10, Unit 1: Post 16 Options Unit 3: Experiencing Post 16	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 Unit 3: Experiencing Post 16	Students already understand basic online safety principles, They also have a basic awareness of privacy settings and location services, and that these can help protect their information (Y8 PSHCE, Y10 LFL) They also already have some understanding of personal safety in everyday situations, including being aware of risks when out in public, and knowing that they can seek help from trusted adults or services if they feel unsafe. They are expected to know basic ways of reporting harmful or inappropriate behaviour (Y7-9 PSHCE, Y7-10 LFL)	Students should have prior exposure to the structure of their GCSE subjects, including the types of questions they'll be asked (e.g., multiple choice, short answer, essay) so they can apply and refine exam techniques. Students should already understand how to prioritise tasks and manage their time day-to-day (e.g., balancing homework, hobbies, and rest). They should have tried some revision methods before (e.g., flashcards, mind maps, past papers), even if they haven't yet figured out which ones work best for them.	Students already understand the importance of protecting personal information online and using privacy settings to stay safe. They know the difference between public and private online spaces and understand that content shared online can be difficult to remove once it has been circulated. Students have previously learned about consent and understand that it must be freely given and can be withdrawn. They also understand the features of healthy relationships and recognise that everyone has the right to be treated with respect. Students understand that people may have different beliefs, identities, and experiences and that these differences should be respected. They have explored stereotypes, prejudice, and discrimination and know that these can cause harm to individuals and communities.	

		Year 11: Unit 1, Careers: Post-16 Options	Students are also assumed to have a developing understanding of consent, including that consent must be freely given, informed, and can be withdrawn. They have been introduced to basic ideas around domestic abuse, including that unhealthy relationships can involve controlling, coercive, emotional, physical, sexual, or financial harm (Y7-9 PSHCE, Y7-10 LFL) They already understand that alcohol and drugs can impair judgement, which may lead to risky decision-making, including in sexual situations (Y9 PSHCE, Y10 LFL) They have prior awareness of peer influence, both offline and online, and how friends or social media can affect behaviour and risk-taking. They also have some developing social and emotional skills, such as managing emotions, recognising pressure from others, and making safer decisions (Y7-9 PSHCE, Y7-10 LFL) In addition, they have a basic understanding of money and financial concepts, including what money is used for, simple budgeting, saving, and the idea of bank accounts. They also have introductory knowledge about learning to drive and car ownership, including that there are rules, responsibilities, and financial costs involved (Y8 LFL, Y9 LFL)	They should already have had some opportunities to revise or complete assignments without teacher guidance, so they can build on this and become more independent and self-motivated in their revision. Students should already have basic organizational, academic, and self-awareness skills. This scheme builds on those foundations to help them prepare more effectively for the high-stakes environment of GCSE exams.	Students are aware that social media, online content, and influencers can affect attitudes, behaviours, and self-esteem. They understand that online content does not always reflect reality and should be viewed critically. Students know how to identify unsafe situations and understand the importance of seeking support from trusted adults or appropriate services. They are aware of basic reporting procedures for harmful behaviour both online and offline. Students have a basic understanding that some online and offline behaviours have legal consequences. They know that sharing private information or images can be harmful and that laws exist to protect people from abuse, exploitation, and harassment.	
Golden Knowledge	-How to apply to different post-16 providers - What is on offer in the local area and what courses do these colleges offers -What are the different pathways on offer to me and how will these allow students to progress in the future -What is an apprenticeship and how could this prepare them for future life -What is a personal statement, why personal statements are crucial to them application	-Knowledge of what a professional career is -Knowledge of professional careers in the hospitality and health & social care sector -Knowledge of professional careers in Accountancy, Law and Teaching and STEM. -Knowledge of future careers in construction and motor vehicle sectors -Knowledge of future careers in the Armed Forces and Uniformed & Emergency Services	-Students should understand that personal safety depends on recognising risk and making informed choices, both online and offline, and that this includes knowing how and when to seek help from trusted people or services. -They should know that privacy is not automatic online, so controlling what is shared (especially personal data and location information) and using privacy settings is essential to staying safe. -They should understand that healthy relationships are based on consent, respect, and freedom	- Knowledge of how to break down content across subjects. -Knowledge of prioritise tasks and avoid cramming and balancing revision with their own wellbeing -Knowledge of know how to approach different types of questions (e.g., structures for essays, showing working in maths). -Understanding of command words (e.g., “evaluate,” “explain,” “compare”). -Knowledge of using active recall (e.g., flashcards, retrieval practice).	- Students should understand that everyone has the right to safety, dignity, respect, privacy, and consent, both online and offline, and that harmful attitudes, behaviours, and content can influence how people think and act. -They should recognise that online spaces can present distorted or harmful messages about relationships, sex, gender, body image, and power, and that it is important to critically evaluate information and seek reliable sources of advice. -Students should understand that stereotypes, prejudice, misogyny, discrimination, harassment, and abuse are harmful and unacceptable, and that inequalities of power can affect people's choices, relationships, and ability to give genuine consent. -They should know that sharing sexual images, personal information, or harmful content online can have serious	

	-Why do I need to prepare for interview, how to answer interview questions successfully -What is appropriate Workplace Behaviour (social media, conduct, communication, dress, attitudes)	-Knowledge of LMI and how understanding LMI can benefit them in future-proofing their career.	from control or harm, and that abusive behaviour can take many forms including emotional, physical, sexual, and financial abuse. -They should recognise that external influences such as peers, social media, alcohol, and drugs can impair judgement and increase risk-taking behaviour, especially in situations involving relationships or personal safety. -They should understand that they are not responsible for being harmed by others, and that safety strategies are about protection and support, not blame. -They should know that effective decision-making involves self-awareness, emotional control, and the ability to resist pressure, both in person and online. -Finally, they should understand that money, independence, and adulthood involve responsibility, including budgeting, saving, understanding financial risk, and being aware of the real-life implications of choices such as car ownership and driving.	-Knowledge of practicing spaced repetition. -Knowledge of subject-specific revision methods (e.g., past papers for science, quote recall for English). -Knowledge of stress coping strategies like breathing exercises, journaling, mindfulness.	emotional, social, and legal consequences, and that there are laws in place to protect individuals from exploitation, abuse, and harassment. -Students should understand that AI-generated content, deepfakes, pornography, misinformation, and online influencers can shape beliefs and behaviours, making critical thinking and digital literacy essential skills. -Finally, students should know that support is always available for themselves or others who experience harmful behaviour, abuse, exploitation, or concerning online content, and that seeking help is a sign of strength and responsibility.	
Transferrable knowledge (skills)	Understanding of how to apply to different post-16 providers Understanding of what course is the most appropriate for them to apply to for their future goals How to write a strong personal statement How to successfully approach common interview questions How to act appropriately in the workplace	Understanding of how the careers link to subjects they are currently undertaking in school Understanding of how to get into these careers Understanding of how to access Labour Market Information and how to use this when exploring their own careers choices and future goals.	A key skill is self-awareness, including recognising personal feelings, boundaries, values, and how these may change in different situations. Closely linked to this is self-management, such as regulating emotions, staying calm under pressure, and making considered decisions rather than impulsive ones. Students also develop decision-making skills, particularly the ability to assess risk, weigh up consequences, and choose safer options in situations involving peers, relationships, money, or substance use. Critical thinking is another important transferable skill, especially when evaluating online information, peer pressure, social media influence, and recognising when situations may be unsafe or manipulative.	Planning ahead and using time effectively. Meeting deadlines — useful in all academic and workplace settings. Taking responsibility for one's own progress. Developing the ability to study without constant supervision. Self-reflection and evaluation on assessing what methods work best. Reflecting on performance and making improvements. Recognising signs of stress and developing healthy coping mechanisms. Maintaining performance under pressure — crucial in exams, interviews, and work environments. This unit equips students with practical life skills that extend far beyond exams — laying the foundation for success in	Understanding how respect, tolerance and equality contribute to healthy relationships and communities. Recognising stereotypes, prejudice and discrimination, and challenging harmful attitudes and behaviours. Applying the principles of consent, personal boundaries and mutual respect in relationships. Evaluating the reliability, accuracy and influence of information encountered online. Recognising how media, online content and social influences can shape attitudes, beliefs and behaviours. Understanding the importance of digital responsibility, privacy and the long-term consequences of sharing information online. Identifying risks in both online and offline environments and knowing how to respond safely. Understanding individual rights, responsibilities and legal protections. Knowing how, when and where to seek help, report concerns and access appropriate support for themselves or others.	

			They build communication skills, including how to assert boundaries clearly, say no confidently, ask for help, and report concerns appropriately. This also includes understanding when and how to talk to trusted adults or services. There are strong relationship skills, such as empathy, respect for others, recognising healthy and unhealthy behaviours, and understanding consent in practice. Students also develop resilience and coping strategies, helping them respond to pressure, conflict, or risky situations without escalating harm or disengaging from support. Finally, they strengthen digital literacy and financial capability skills, including managing online privacy, understanding digital footprints, and applying basic financial planning skills like budgeting, saving, and recognising financial risk.	education, employment, and everyday decision-making.		
Key vocabulary pupil will know and learn	Post-16 Provider, college, apprenticeship, A-Level, BTEC, NVQ, T-Level, Sixth Form, Personal Statement, Interview, STAR Model, Workplace Conduct	Professional Career, Hospitality, Health & Social Care, Accountancy, STEM, Sector, Armed Forces, Emergency Services, LMI	Personal information, Privacy settings, Digital footprint, Location sharing, Consent, Withdrawal, Healthy Relationships, Unhealthy relationship, Coercive Control, Domestic Abuse, Peer pressure, Risk-taking behaviour, Safeguarding, Reporting, Support services, Alcohol/drugs impairment, Informed decision, Budgeting, Income, Expenditure, Savings, Bank account, Mortgage, Financial risk, Driving licence, Provisional Test, Insurance, Road Safety	Revision timetable, independent learning, time management, prioritisation, retrieval practice, spaced repetition, active recall, exam technique, command words, stress management, coping strategies, resilience, motivation, learning styles, reflection, self-evaluation, concentration, wellbeing	Tolerance, Respect, Equality, Stereotypes, Prejudice, Misogyny, Consent, Power imbalance, Sexual harassment Sexual violence, Pornography, Digital footprint, Deepfake Artificial Intelligence (AI), Misinformation, Online abuse, Grooming, Sextortion, Image sharing, Confidentiality, Reporting, Support	
Assessment activities	Students will purple pen throughout the unit and reflect on their own journeys before making decisions on what courses will be right for them.	Students will purple pen throughout the unit and reflect on their own journeys before making decisions on what courses will be right for them.	Students will purple pen throughout the unit and reflect on their own strengths, skills and ideas, before making decisions on what might be correct for them in the future.	Students will purple pen throughout the unit and reflect on their own strengths, skills and thoughts, before making decisions on what might be correct revision technique for them in the future.	Students will purple pen throughout the unit and reflect on their own strengths, skills and thoughts, before making decisions on what might be correct revision technique for them in the future.	
Notes Why this topic is important Why this topic is important...	This topic is important as 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 topic is important as 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 students are increasingly exposed to real-life risks as they become more independent online and offline. They need to understand how to protect their personal information online, manage privacy settings, and	This topic is important because it equips students with the essential skills, strategies, and mindset needed to successfully prepare for their GCSE exams, while also promoting their wellbeing during a high-pressure period. By learning how to manage their time effectively, revise independently, apply exam techniques, and cope with stress, students become more confident,	This topic is important because young people are spending more time online than ever before and are increasingly exposed to social media, influencers, AI-generated content, pornography, misinformation, and online communities that can shape their attitudes and behaviours. Students need the knowledge and skills to recognise harmful content, challenge stereotypes and prejudice, and understand how power, consent, and respect affect relationships. This is particularly important as issues such	

			recognise that digital actions can have lasting consequences. It is also important for them to learn about healthy relationships and consent, so they can identify unsafe or controlling behaviour and seek help early. Peer pressure, social media, and the influence of alcohol and drugs can all increase risky decision-making, so students need strategies to resist pressure and make safe choices. As they gain more independence in public spaces, they must know how to stay safe, report concerns, and access support. Finally, financial education helps them prepare for real-life responsibilities like budgeting, saving, and understanding financial risk.	resilient, and self-motivated learners. These skills not only improve academic performance but also prepare students for future challenges in education, work, and life—making them more adaptable and capable individuals.	as misogyny, online harassment, image sharing, sextortion, and deepfakes are becoming more common and can have serious emotional, social, and legal consequences. As technology develops rapidly, students must also understand how AI, deepfakes, and manipulated content can be used to mislead, exploit, or harm others. Developing critical thinking skills helps them make informed decisions about what they see, share, and believe online. This unit is also important because it empowers students to recognise abuse, harassment, sexual violence, and unhealthy behaviours, while ensuring they know where to access support for themselves or others. It reinforces that everyone has the right to safety, respect, privacy, and consent, both online and offline.	
Safeguarding signposts	- Students will be regularly reminded of support services both within the Academy and externally - Discussion and role-play activities relating to college, apprenticeship, and employment interviews may cause some students anxiety, particularly those with low confidence, social anxiety, or previous negative experiences. Staff will ensure participation is supportive and developmental in nature, with opportunities for students to observe rather than actively participate where appropriate. - Students may be asked to reflect on challenges, achievements, or difficult situations when constructing STAR responses. Staff will remind students that they should only share experiences they feel comfortable discussing and should not feel pressured to disclose personal, sensitive, or traumatic experiences. - Discussion of workplace conduct, professional relationships, and employer expectations may prompt students to share experiences of inappropriate behaviour or	- Students will be regularly reminded of support services both within the Academy and externally - Discussions about social media use, digital footprints, and the impact of online behaviour on future education and employment opportunities may prompt students to reflect on their own online activity. Staff will ensure discussions remain focused on safe and responsible online behaviour and will not require students to disclose personal social media accounts or online experiences. - Discussion of employment rights, workplace expectations, discrimination, exploitation, and employee protections may lead some students to identify concerns relating to their own employment experiences or those of family members. Staff will be alert to any safeguarding concerns that arise and will follow appropriate reporting procedures where necessary. - Learning about careers within Health and Social Care may include discussion of caring responsibilities, illness, disability, ageing, and vulnerability. Some	- Students will be regularly reminded of support services both within the Academy and externally - Discussion of online safety, privacy settings, location sharing, and personal information may lead some students to disclose experiences of online harm, exploitation, or inappropriate contact. Staff will keep discussions focused on the learning content and scenarios provided, rather than encouraging students to share personal experiences. Any safeguarding concerns arising from disclosures will be managed in line with school safeguarding procedures. - Discussion of public and private online spaces, social media use, and online communication may raise issues relating to cyberbullying, grooming, exploitation, or harmful online interactions. Resources and discussions will be age-appropriate and focused on recognising risks and accessing support, rather than providing detailed examples of harmful behaviours. - Discussion of personal safety in public spaces, including interactions with strangers and strategies for staying safe, may be distressing for students who have experienced	- Students will be regularly reminded of support services both within the Academy and externally - Discussion of exam preparation, revision timetables, and study habits may highlight differences in students' organisational skills, motivation, or home study environments. Staff will ensure discussions remain inclusive and non-judgemental, and students will not be required to share personal study routines unless they choose to do so. - Discussion of exam techniques and approaches to answering questions may lead to anxiety for some students, particularly those who are already feeling pressure around upcoming GCSE examinations. Staff will present strategies in a supportive and structured way, emphasising that different techniques work for different learners. - Discussion of stress, exam pressure, and coping strategies may be sensitive for students experiencing anxiety, mental health difficulties, or external pressures. Staff will deliver content in a calm and supportive manner and will signpost appropriate pastoral support where needed. - Discussion of stress management and wellbeing strategies may prompt disclosure of personal experiences of anxiety, burnout, or other mental health concerns. Staff will keep discussions	- Students will be regularly reminded of support services both within the Academy and externally - Discussion of consent, sexual harassment, sexual violence, rape, sexual assault, strangulation and suffocation will be factual, age-appropriate and focused on understanding the law, healthy relationships and personal safety. Staff will not ask students to share personal experiences and will signpost support where needed. - Discussion of pornography, online influencers and online sub-cultures (including incel culture) will focus on the potential impact these may have on attitudes, relationships and behaviour. Staff will avoid showing explicit content and will ensure discussions remain educational and non-sensationalised. - Discussion of stereotypes, prejudice, misogyny and discrimination will focus on recognising harmful attitudes and behaviours and promoting respect and inclusion. Staff will manage discussions carefully to ensure no student feels targeted or required to represent a particular group. - Discussion of image sharing, sexual imagery, deepfakes and AI-generated content will focus on the legal, emotional and safeguarding implications. Staff will not ask students to describe, create or share examples of sexual images. - Discussion of online harms, including grooming, sextortion, cyberbullying, self-harm, suicide-related content and harmful online communities, will focus on recognising risks, reporting concerns and accessing support. Staff will avoid unnecessary detail that could cause distress or encourage harmful behaviour. - Discussion of social media, body image and online relationships will focus on critical thinking, wellbeing and recognising unrealistic portrayals online. Students will not	

	conflict encountered in work experience placements, part-time employment, or volunteering. Staff will keep discussions focused on learning scenarios and professional expectations rather than detailed personal disclosures. - Learning about workplace hazards, accidents, and employer responsibilities may be upsetting for students who have experienced accidents, injuries, or unsafe environments. Staff will deliver content sensitively and will avoid the use of graphic images or distressing case studies. - Discussion of employment rights, discrimination, harassment, exploitation, and unfair treatment in the workplace may lead students to recognise concerns relating to their own experiences or those of family members. Staff will be aware of safeguarding and reporting procedures should any disclosures arise during these lessons. - Exploration of post-16 options, including sixth forms, colleges, training providers, and apprenticeships, may create anxiety for students who are uncertain about their future plans or who face barriers to progression. Staff will provide reassurance that there are multiple progression routes available and signpost students to careers and pastoral support where needed. - Discussion of apprenticeships and employment may include references to recruitment processes, workplace expectations, and employer responsibilities. Staff will ensure students understand safe recruitment practices and know where to seek support if they encounter potentially exploitative opportunities. - Activities requiring students to reflect on their achievements, experiences, and strengths may affect students with low self-esteem or confidence. Staff will provide structured support and encourage positive self-reflection while avoiding direct comparison between students.	students may have personal experiences relating to these topics. Staff will deliver content sensitively and ensure students are not expected to share personal or family circumstances. - Exploration of professional career pathways may cause some students to feel anxious about their own academic attainment or future aspirations. Staff will emphasise that there are multiple progression routes into employment and higher-level careers and will promote an inclusive and supportive learning environment. - Discussions of workplace environments may include references to physical risks, health and safety requirements, and traditionally male-dominated industries. Staff will ensure examples challenge stereotypes and promote equality of opportunity for all students regardless of gender or background. - Discussion of careers within the Armed Forces and Emergency Services may include references to conflict, emergencies, injury, trauma, or exposure to distressing situations. Staff will ensure content is age-appropriate and factual and will avoid graphic descriptions or imagery. Students will not be expected to discuss personal experiences relating to military service, crime, accidents, or emergencies. - Exploring employment trends, skills shortages, and labour market opportunities may create concerns for some students about their future prospects. Staff will present information positively and objectively, emphasising that labour market trends can change and that there are a range of routes into successful employment. - Mock interviews and interview preparation activities may cause anxiety for some students, particularly those who lack confidence, experience social anxiety, or have experienced previous setbacks. Staff will provide supportive feedback and	harassment, abuse, violence, or exploitation. Staff will deliver content sensitively and reinforce that responsibility for harmful behaviour always lies with the perpetrator, not the victim. - Discussion of reporting concerns and seeking help may prompt disclosures of current or past experiences of abuse, harassment, violence, or exploitation. Staff will be prepared to respond appropriately and follow safeguarding procedures where necessary. - Discussion of consent, domestic abuse, coercive and controlling behaviour, and emotional, sexual, economic, or physical abuse may be upsetting for some students. Teaching will focus on recognising healthy and unhealthy behaviours, understanding legal protections, and knowing how to access support. Staff will avoid asking students to discuss personal experiences. - Discussion of alcohol, drugs, and risk-taking behaviours in relationships may be sensitive for students affected by substance misuse within their family, friendship groups, or personal circumstances. Teaching will focus on risk awareness, decision-making, and accessing support, without normalising or encouraging substance use. - Discussion of peer influence, peer pressure, social media pressures, and risk-taking behaviour may lead students to reflect on personal experiences. Staff will maintain a supportive classroom environment and ensure examples remain hypothetical or scenario-based rather than centred on individual students. - Discussion of conflict, violence, and personal safety may be distressing for students who have witnessed or experienced violence. Staff will deliver content sensitively and ensure students know how to access support from trusted adults within school and externally if needed. - Discussion of learning to drive, vehicle ownership, road safety, and the legal responsibilities of drivers	focused on general strategies rather than personal experiences and will follow safeguarding procedures if concerns are raised. - Discussion of independent revision and self-management may be challenging for students with additional learning needs or limited access to resources at home. Staff will ensure strategies are accessible, differentiated where appropriate, and do not disadvantage any student group. - Discussion of revision techniques and learning styles may inadvertently reinforce misconceptions about fixed learning styles. Staff will ensure that evidence-based strategies are promoted and that students understand flexibility in how learning can be approached effectively. - Discussion of exams and performance may cause heightened stress or self-esteem concerns for some students. Staff will emphasise that exams are one part of a wider learning journey and encourage students to seek support if they are struggling. - Throughout the lesson, staff will reinforce the availability of school-based pastoral support and external support services for students who feel overwhelmed by exam pressure or related stress, and will ensure students know how to access help confidentially.	be expected to discuss their own online activity or personal relationships. - Discussion of laws relating to sexual behaviour, pornography, image sharing and online abuse will be factual and age-appropriate. The emphasis will be on helping students understand their rights, responsibilities and how to seek help if they are worried about themselves or others. - Throughout the unit, staff will remind students of available safeguarding support and reporting pathways within school. Any disclosures made during lessons will be managed in line with the school's safeguarding procedures.	
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	- The application process can be a source of stress for some students, particularly those concerned about academic performance, attendance, or future destinations. Staff will provide clear guidance and reassurance, ensuring students understand that support is available throughout the application process. - Individual discussions about future aspirations and progression routes may reveal safeguarding concerns relating to family circumstances, financial worries, mental health, or wellbeing. Staff delivering guidance sessions will follow school safeguarding procedures where concerns are identified.	create opportunities for participation that are appropriate to individual student needs. - Discussion of gender stereotypes, discrimination, and equality may lead students to share personal opinions or experiences. Staff will establish clear expectations for respectful discussion and challenge discriminatory language or views. Discussions will focus on promoting inclusion, equality, and respect for all individuals. - Exploration of barriers to employment and underrepresentation within certain industries may touch upon issues relating to gender, disability, ethnicity, religion, or other protected characteristics. Staff will ensure discussions remain respectful and evidence-based and will be prepared to address misconceptions or prejudicial attitudes appropriately.	may include references to road traffic incidents. Staff will be mindful that some students may have been affected by serious road accidents and will approach these topics sensitively. - Discussion of money management, budgeting, bank accounts, saving, and financial decision-making may highlight differences in students' financial circumstances. Staff will avoid asking students to disclose personal or family financial information and will ensure discussions remain respectful and inclusive. - Throughout the unit, staff will reinforce sources of support available both within school and externally, including trusted adults, safeguarding staff, and relevant support organisations. Students will be reminded of how to seek help for themselves or others if they have concerns about safety, relationships, abuse, exploitation, or wellbeing.			
Links to Statutory Guidance	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	Statutory DFE Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education PSHE Association OFSTED Guidance	
Links to Faith and Cultures						