Curriculum Intent & Overview

The Personal Development curriculum at Tadcaster Grammar School aims to equip pupils with the knowledge, understanding, and skills required to navigate life safely, make informed choices, and evolve into responsible, active citizens. Delivered as a standalone academic subject, the curriculum builds upon three core themes: Emotional Health and Wellbeing, Relationships, Sex and Health Education, and Living in the Wider World. Across Key Stage 3, students explore key topics including transition, safety, British values, diversity, equality, puberty, careers, citizenship, mental health, substance awareness, and financial literacy. This structured journey ensures pupils build strong foundational knowledge and procedural skills, preparing them for future learning and responsible participation in modern society.

Year 7 overview

Year 7 – Topic 1

Topic Title	Health and Wellbeing: Transition, Personal Safety and Responsible Decision-Making
Pupils will know	Pupils will know that Personal Development is designed to equip them with the knowledge, understanding and skills required to make informed, safe and responsible choices throughout their lives. Pupils will know the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and understand how these values contribute to a respectful and inclusive society. Pupils will know that all choices involve different levels of risk and reward and that assessing risk is an important life skill. They will understand that risk can be physical, emotional, social or digital. Pupils will know what constitutes bullying, including verbal, physical, social and online bullying, and understand the impact bullying can have on individuals and communities. Pupils will know the risks associated with creating, sharing or requesting explicit images online, including the emotional, social and legal consequences of sharing indecent images. Pupils will know that social media and online spaces can provide positive opportunities but also present risks, including harmful content, inappropriate contact, pressure from others and breaches of privacy. Pupils will know that stress and anxiety are normal human responses to challenge and change, and that recognising emotions and accessing appropriate support can support positive mental

	wellbeing.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify safe and unsafe situations and make considered decisions when faced with risks. Pupils will know how to recognise bullying behaviour and take appropriate action, including seeking support for themselves or others. Pupils will know how to apply strategies for managing stress and anxiety, including identifying trusted adults and accessing appropriate sources of support. Pupils will know how to use social media more safely by managing privacy settings, thinking critically about online content and understanding the consequences of their digital actions. Pupils will know how to demonstrate British Values in everyday school life through respectful communication, tolerance of difference and responsible participation in their community. Pupils will know how to recognise situations where they feel uncomfortable or unsafe online and know the steps they can take to protect themselves and report concerns.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	The five British Values and their role in maintaining a respectful and democratic society. The difference between positive and negative risks and the importance of evaluating consequences. The definitions and different forms of bullying, including cyberbullying. The meaning of consent and personal boundaries in relation to digital communication and image sharing. The risks and responsibilities associated with using social media and online platforms. The signs and symptoms of stress and anxiety and the importance of seeking support. The importance of trusted adults, support networks and reporting concerns.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Basic understanding of friendships and respectful behaviour. ● Rules and expectations for keeping themselves and others safe. ● Awareness of online safety, including keeping personal information private. ● Understanding of emotions and simple strategies for managing feelings. ● Awareness that trusted adults can provide help and support.

Future knowledge	This learning prepares pupils for: ● Year 7 and Year 8 learning about friendships, relationships, identity and consent. ● More complex online safety topics, including exploitation, unhealthy relationships, online influence and harmful content. ● Year 8 emotional wellbeing, including understanding mental health, coping strategies, change, loss and grief. ● Year 9 learning about healthy relationships, coercion, grooming, gangs, county lines, sextortion and personal safety. ● Developing increasing independence, resilience and responsibility as young adults. ● Managing more complex health choices and personal risks in Year 10, including lifestyle choices, personal safety and accessing healthcare services.
Key vocabulary	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance, Risk, Reward, Bullying, Cyberbullying, Sexting, Consent, Boundaries, Indecent Image, Privacy, Social Media, Digital Footprint, Stress, Anxiety, Wellbeing, Trusted Adult, Support Network

Year 7 – Topic 2

Topic Title	**Living in the Wider World: Human Rights, Diversity, Equality and Inclusion**
Pupils will know	Pupils will know that human rights are universal rights and freedoms that belong to every individual regardless of their background, identity or beliefs. Pupils will know that the UK is a diverse society and that diversity brings a range of experiences, cultures, beliefs, identities and perspectives that contribute positively to communities. Pupils will know the meaning of equality, equity, inclusion and discrimination, and understand how unfair treatment can affect individuals and groups. Pupils will know that the law protects individuals from discrimination based on protected characteristics, including characteristics such as race, religion, sex, disability and sexual orientation. Pupils will know what hate crimes are and understand the impact prejudice, stereotypes and discriminatory behaviour can have on individuals, communities and society. Pupils will know that people migrate for many different reasons and that discussions surrounding immigration are complex and should be approached with respect, empathy and factual understanding.

	Pupils will know that individuals learn and experience the world in different ways, including those with learning difficulties and neurodivergent conditions, and that inclusive environments enable everyone to succeed.
Pupils will know how to (procedural knowledge)	Pupils will know how to challenge stereotypes and discriminatory language in a respectful and appropriate way. Pupils will know how to demonstrate acceptance, empathy and respect towards people with different backgrounds, identities, beliefs and experiences. Pupils will know how to recognise examples of discrimination, prejudice and exclusion, and identify appropriate actions to take when they witness them. Pupils will know how to discuss sensitive social issues using evidence, empathy and respectful communication. Pupils will know how to contribute positively to an inclusive school and wider community by valuing diversity and respecting differences.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Human rights exist to protect the dignity, freedom and equality of all people. Diversity refers to the differences between individuals and groups within society. Inclusion means ensuring everyone feels valued, respected and able to participate. Discrimination involves unfair treatment based on a person's identity or characteristics. Protected characteristics are legally recognised characteristics that protect people from unlawful discrimination. Prejudice and stereotypes can influence attitudes and lead to discriminatory behaviour. Learning differences and neurodiversity are natural variations in how people think, learn and process information.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Understanding the importance of kindness, fairness and respect. ● Recognising that people have similarities and differences. ● Understanding classroom rules and expectations around respectful behaviour. ● Basic awareness that everyone should be treated equally and fairly.
Future knowledge	This learning prepares pupils for: ● Year 8 studies of equality of opportunity, workplace

	stereotypes and discrimination in careers. ● Year 8 active citizenship and understanding how individuals can create positive social change. ● Year 9 studies of politics, immigration, homelessness and wider social issues. ● Developing the ability to engage critically and respectfully with complex issues in adult life. ● Exploring more complex societal issues in Year 10, including discrimination, extremism, misinformation, Prevent and misogyny.
Key vocabulary	Human Rights, Equality, Equity, Diversity, Inclusion, Discrimination, Protected Characteristics, Prejudice, Stereotype, Bias, Hate Crime, Identity, Culture, Immigration, Refugee, Asylum Seeker, Disability, Neurodiversity, Dyslexia, Dyspraxia, Respect, Empathy

Year 7 – Topic 3

Topic Title	**Relationships: Puberty, Identity, Self-Esteem and Emotional Wellbeing**
Pupils will know	Pupils will know that adolescence involves physical, emotional and social changes, and that puberty occurs at different times and in different ways for different people. Pupils will know the physical and emotional changes associated with puberty, including the role of hormones and reproductive development. Pupils will know that the teenage brain continues to develop throughout adolescence and that this can influence emotions, decision-making, relationships and responses to situations. Pupils will know that sleep is essential for physical health, emotional wellbeing, concentration and learning. Pupils will know that self-esteem and body image can be influenced by personal experiences, social expectations, peers and media representation. Pupils will know that people may have different sexual orientations and gender identities and that all individuals should be treated with dignity and respect. Pupils will know that positive body image is connected to self-acceptance, healthy habits and appreciation of individual differences.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify and manage the physical and

	emotional changes experienced during puberty. Pupils will know how to develop healthy routines that support wellbeing, including sleep, self-care and positive habits. Pupils will know how to recognise influences that may negatively affect self-esteem and body image, including unrealistic representations in media. Pupils will know how to challenge harmful assumptions, stereotypes and discriminatory attitudes relating to identity. Pupils will know how to practise strategies that support positive mental wellbeing, including self-reflection, recognising strengths and seeking support when needed.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Puberty is a natural stage of development involving physical, emotional and hormonal changes. Hormones influence physical growth, emotions and reproductive development. The adolescent brain continues to develop, particularly in areas linked to judgement and emotional regulation. Good sleep habits contribute to physical and mental wellbeing. Self-esteem can change over time and can be strengthened through positive relationships and healthy coping strategies. Body image is shaped by internal thoughts and external influences, including media and social expectations. Sexual orientation and gender identity are aspects of a person's identity and all people deserve respect.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Basic understanding of body changes and personal hygiene. ● Awareness of emotions and healthy friendships. ● Understanding that families, identities and people can be different. ● Knowledge of the importance of kindness, respect and inclusion.
Future knowledge	This learning prepares pupils for: ● Year 8 learning about emotional wellbeing, mental health, coping strategies, change and loss. ● Year 8 and Year 9 learning about relationships, consent, conflict resolution and healthy relationship behaviours. ● Year 9 exploration of body image, coercion, exploitation and unhealthy relationships. ● Later RSE learning around intimate relationships, sexual health and responsible decision-making. ● Developing a deeper understanding of healthy relationships, consent, body image, sexual health and emotional wellbeing

	in Key Stage 4.
Key vocabulary	Puberty, Adolescence, Hormones, Menstruation, Self-Esteem, Body Image, Positive Body Image, Negative Body Image, Identity, Sexual Orientation, Gender Identity, LGBT, Sleep Hygiene, Wellbeing, Resilience, Confidence, Acceptance, Stereotype

Year 7 – Topic 4

Topic Title	**Living in the Wider World: Careers, Skills and Future Aspirations**
Pupils will know	Pupils will know that careers are developed over time and are influenced by their interests, skills, values, qualifications and life experiences. Pupils will know that individuals possess different strengths, qualities and personal attributes that can contribute to success in different areas of work and life. Pupils will know the difference between a job, a career and a profession, and understand that many career pathways require commitment, training and continued development. Pupils will know that education, qualifications and transferable skills can open opportunities for future employment. Pupils will know that workplaces have different roles and responsibilities, and that sectors such as healthcare, emergency services and public services provide a wide range of career opportunities. Pupils will know that ambition and aspiration involve setting realistic goals and working towards them over time.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify their personal strengths, interests and areas for development. Pupils will know how to reflect on their aspirations and begin to set short-term and long-term goals. Pupils will know how to recognise the skills and qualities valued by employers, including teamwork, communication, organisation and resilience. Pupils will know how to explore different careers and identify possible pathways that may support their future ambitions. Pupils will know how to challenge assumptions about careers and recognise that opportunities are available to individuals from different

	backgrounds.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	A career is a long-term journey involving education, training and employment experiences. Jobs require a range of knowledge, skills and personal qualities. Employability skills can be developed throughout school and everyday life. Qualifications and lifelong learning can influence future opportunities. Personal aspirations may change over time as individuals develop new interests and experiences. Different sectors contribute to society in different ways and offer varied career pathways.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Awareness of different jobs and roles within society. ● Experience of identifying personal strengths and achievements. ● Understanding that learning and effort contribute to future success.
Future knowledge	This learning prepares pupils for: ● Year 8 learning about employability skills, workplace expectations, labour market information and equality of opportunity. ● Year 9 learning about GCSE choices, career pathways, enterprise skills and long-term goal setting. ● Future preparation for applications, interviews, employment and lifelong career development.
Key vocabulary	Career, Job, Profession, Skills, Qualities, Strengths, Aspirations, Ambition, Goals, Employment, Employer, Employee, Qualification, Training, Promotion, Responsibility, Workplace, Transferable Skills

Year 7 – Topic 5

Topic Title	**Living in the Wider World: Personal Safety, Consent and Managing Risk**
Pupils will know	Pupils will know that personal safety involves recognising risks, understanding boundaries and making responsible decisions in different environments. Pupils will know what consent means in everyday situations, including respecting another person's personal space, choices and

	boundaries. Pupils will know that healthy friendships involve trust, respect, communication and appropriate boundaries, whereas unhealthy friendships may involve manipulation, pressure or harmful behaviours. Pupils will know the health risks associated with vaping, including the potential effects of nicotine and unknown chemicals on developing bodies. Pupils will know that different public environments, including roads, public transport, large events and open water, present specific risks that require awareness and sensible decision-making. Pupils will know the importance of communicating plans, locations and concerns with trusted adults and appropriate support networks.
Pupils will know how to (procedural knowledge)	Pupils will know how to recognise unsafe situations and take practical steps to reduce risk. Pupils will know how to communicate and maintain personal boundaries while respecting the boundaries of others. Pupils will know how to identify characteristics of positive and unhealthy friendships and seek support where necessary. Pupils will know how to make safer choices regarding substances such as vaping and resist pressure from others. Pupils will know how to respond appropriately in unfamiliar environments by considering risks and accessing help when needed.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Consent involves freely given agreement and respecting personal boundaries. Friendships should promote safety, respect and positive wellbeing. Vaping products can contain harmful substances and present health risks. Situational awareness helps individuals identify and avoid potential dangers. Communication with trusted adults is an important protective strategy. Personal safety requires informed choices in both physical and social environments.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Basic rules for keeping themselves safe. ● Understanding of friendships, kindness and respect. ● Awareness of trusted adults and how to seek help. ● Knowledge of simple road and water safety practices.

Future knowledge	This learning prepares pupils for: ● Year 8 learning about peer pressure, substances, consent, online relationships and harmful influences. ● Year 9 learning about coercion, exploitation, grooming, gangs, county lines and intimate relationships. ● Developing independence and the ability to assess increasingly complex risks during adolescence. ● Understanding more complex issues around consent, sexual violence, exploitation, online harms and personal safety in Year 10.
Key vocabulary	Consent, Boundaries, Personal Space, Friendship, Respect, Manipulation, Peer Pressure, Vaping, Nicotine, Addiction, Risk, Safety, Situational Awareness, Communication, Trusted Adult, Open Water, Cold Water Shock

Year 7 – Topic 6

Topic Title	**Citizenship: Government, Justice and Society**
Pupils will know	Pupils will know that societies are organised through systems of government, laws and shared values that help communities function safely and fairly. Pupils will know that different countries may have different forms of government, cultures, traditions and ways of organising society. Pupils will know the purpose of laws and understand that actions can have legal consequences, including within the youth justice system. Pupils will know that governments make decisions that affect citizens and that individuals have rights, responsibilities and roles within society. Pupils will know that countries interact with one another through areas such as trade, diplomacy and shared global challenges.
Pupils will know how to (procedural knowledge)	Pupils will know how to debate social issues respectfully and consider different viewpoints. Pupils will know how to apply their understanding of rights and responsibilities when designing or evaluating a society. Pupils will know how to explain why laws exist and evaluate the consequences of breaking them. Pupils will know how to participate positively within their own

	communities by recognising their responsibilities as citizens.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Governments create and enforce laws that organise society. Citizens have both rights and responsibilities. The justice system exists to maintain fairness, safety and accountability. Different countries may have different political systems and cultural identities. Cooperation between countries can influence economies, security and global development.
Prior knowledge	Students should draw upon prior learning from primary school, including: ● Understanding of school rules and fairness. ● Awareness that communities require cooperation. ● Basic understanding that laws help keep people safe.
Future knowledge	This learning prepares pupils for: ● Year 8 learning about active citizenship, campaigning, volunteering, politics and elections. ● Year 9 learning about government, parliament, voting, immigration and wider societal issues. ● Becoming informed, responsible and active members of democratic society.
Key vocabulary	Citizen, Citizenship, Government, Democracy, Law, Justice, Rights, Responsibilities, Society, Community, Parliament, Monarchy, Trade, Territory, Culture, Youth Justice, Criminal Sentence, Young Offender

Year 8 overview

Year 8 – Topic 1

Topic Title	**Living in the Wider World: Substance Awareness, Addiction and Healthy Choices**
Pupils will know	Pupils will know that choices around substances, technology and lifestyle can have both immediate and long-term impacts on physical and mental health. Pupils will know that substances such as nicotine, alcohol and illegal drugs can affect the brain and body in different ways and may lead to harmful consequences. Pupils will know that addiction can involve substances or behaviours and that repeated actions can affect brain chemistry, habits and

	decision-making. Pupils will know that mobile phones and digital technology provide significant benefits but can also create challenges relating to concentration, sleep, social interaction and wellbeing. Pupils will know that peer pressure can influence choices and behaviours, and that individuals may experience pressure both directly and indirectly. Pupils will know the importance of maintaining a balanced lifestyle, including healthy eating, physical activity, rest and responsible use of technology.
Pupils will know how to (procedural knowledge)	Pupils will know how to evaluate the risks and consequences associated with substances and unhealthy behaviours. Pupils will know how to recognise situations where peer pressure may influence decision-making and apply strategies to resist unwanted pressure. Pupils will know how to assess information about substances and health critically, recognising myths, misinformation and unreliable sources. Pupils will know how to make informed decisions that support their long-term physical and emotional wellbeing. Pupils will know how to develop balanced routines that include healthy habits around technology, exercise, nutrition and sleep.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	● Substances affect the body and brain in different ways. ● Addiction can develop when repeated behaviours or substances create dependency. ● Nicotine is an addictive substance commonly found in vaping products. ● Alcohol is a depressant and different drugs may be categorised as stimulants, depressants or hallucinogens. ● Peer pressure can be positive or negative and can affect choices. ● Healthy lifestyles require balance across physical, emotional and social wellbeing.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of risk, consequences and informed decision-making. ● Knowledge of vaping and the health risks associated with

	nicotine use. ● Understanding of personal safety and strategies for resisting harmful influences. ● Awareness of how choices can impact wellbeing.
Future knowledge	This learning prepares pupils for: ● Year 9 learning around drugs, alcohol, gambling, addiction and the consequences of substance misuse. ● Understanding how peer influence can contribute to risky behaviours, exploitation and unhealthy choices. ● Making increasingly independent and responsible decisions during adolescence and adulthood. ● Managing wider physical health risks, understanding long-term health choices and accessing healthcare services in Year 10.
Key vocabulary	Addiction, Dependency, Nicotine, Vaping, Alcohol, Drug, Stimulant, Depressant, Hallucinogen, Peer Pressure, Influence, Consequence, Risk, Wellbeing, Lifestyle, Caffeine, Health, Habit

Year 8 – Topic 2

Topic Title	**Health and Wellbeing: Mental Health, Emotional Resilience and Coping with Change**
Pupils will know	Pupils will know that everybody has mental health and that mental health can change over time depending on experiences, circumstances and the support available. Pupils will know the difference between everyday emotions and more persistent mental health difficulties, including symptoms associated with anxiety and depression. Pupils will know that emotional challenges can arise when individuals experience stress, significant changes, loss or bereavement. Pupils will know that healthy coping strategies and support networks can improve resilience and help individuals manage difficult experiences. Pupils will know that wellbeing is influenced by physical health, relationships, lifestyle choices and positive daily habits. Pupils will know that brain chemicals, including dopamine, can influence mood, motivation and feelings of reward.

Pupils will know how to (procedural knowledge)	Pupils will know how to recognise signs that they or others may need additional emotional support. Pupils will know how to apply healthy coping strategies, including self-care, communication, physical activity and seeking help from trusted adults or services. Pupils will know how to identify positive activities that support wellbeing and create healthy routines. Pupils will know how to respond appropriately when experiencing change, disappointment, loss or grief. Pupils will know how to challenge misconceptions and stigma surrounding mental health.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Mental health exists on a spectrum and everyone experiences changes in wellbeing. Anxiety and depression are mental health conditions that can affect thoughts, feelings and behaviours. Healthy coping strategies can improve resilience and emotional wellbeing. Support networks, including trusted adults and professional services, can provide help. Loss and grief affect individuals differently and there is no single correct way to respond. Positive activities and healthy routines can support brain health and emotional balance.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of stress, anxiety and emotional responses. ● Knowledge of self-esteem, body image and the importance of healthy habits. ● Understanding of the importance of sleep, routines and trusted adults.
Future knowledge	This learning prepares pupils for: ● Year 9 learning about body image, communication, coercion and maintaining healthy relationships. ● Understanding the emotional factors that can influence risky behaviours, addiction and peer influence. ● Developing resilience and independence as they approach Key Stage 4 and adulthood. ● Exploring mental health stigma, anxiety, depression, eating

	disorders, stress management and accessing support in Year 10.
Key vocabulary	Mental Health, Mental Illness, Anxiety, Depression, Wellbeing, Resilience, Coping Strategy, Self-Care, Bereavement, Grief, Dopamine, Emotion, Support Network, Trusted Adult, Stigma, Fight or Flight

Year 8 – Topic 3

Topic Title	**Living in the Wider World: Careers, Employability and Equality of Opportunity**
Pupils will know	Pupils will know that career pathways are influenced by skills, interests, values, qualifications and opportunities. Pupils will know that workplaces have expectations around behaviour, communication, reliability and professionalism. Pupils will know that the labour market changes over time due to developments in technology, society and the economy. Pupils will know that stereotypes and discrimination can create barriers to opportunities and that equality of opportunity is important within education and employment. Pupils will know that there are multiple pathways into careers, including academic and vocational routes.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify and develop transferable employability skills. Pupils will know how to evaluate career pathways and consider how their choices can influence future opportunities. Pupils will know how to challenge stereotypes linked to careers and recognise the importance of inclusive workplaces. Pupils will know how to interpret labour market information to understand emerging opportunities and future employment trends. Pupils will know how to reflect on their strengths and areas for development when considering future ambitions.
Core knowledge to know and remember to progress	Employability skills include communication, teamwork, organisation, problem-solving and resilience. Career pathways may include further education, apprenticeships, vocational qualifications and employment.

to later learning (foundational knowledge)	The labour market changes in response to economic and technological developments. Equality legislation protects individuals from discrimination in employment. Personal choices and continued learning can influence future career opportunities.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of careers, aspirations, skills and personal strengths. ● Awareness of different employment sectors and qualifications. ● Understanding that effort, achievement and personal development influence future choices.
Future knowledge	Year 9 learning linked to GCSE options, career decision-making, enterprise and long-term goal setting. Future preparation for applications, CV writing, interviews and professional environments. Making informed choices about education, training and employment beyond school.
Key vocabulary	Career, Employability, Skills, Qualification, Labour Market, Stereotype, Discrimination, Equality of Opportunity, Vocational, T Level, Apprenticeship, Professionalism, Pathway, Ambition, Aspirations

Year 8 – Topic 4

Topic Title	**Citizenship: Active Citizenship, Politics and Creating Change**
Pupils will know	Pupils will know that active citizenship involves taking responsibility for contributing positively to society and making a difference within local, national and global communities. Pupils will know that individuals can create social change in different ways, including volunteering, campaigning, raising awareness, participating in community projects and engaging with democratic processes. Pupils will know that social media can be a powerful tool for promoting positive change, but that online campaigns and information should be evaluated critically for accuracy, reliability and impact. Pupils will know the basic structure and purpose of the UK political system, including the role of elections, political parties and the importance of voting in a democratic society.

	Pupils will know that different groups and individuals may hold different viewpoints and that respectful debate and critical thinking are essential parts of participation in a democracy.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify issues within their communities and consider practical ways they can contribute to positive change. Pupils will know how to evaluate campaigns, messages and information shared through traditional and digital media. Pupils will know how to communicate opinions respectfully while listening to and considering the views of others. Pupils will know how to participate in discussions and debates using evidence, reasoning and respectful language. Pupils will know how to understand the basic process of democratic participation, including how elections allow citizens to influence decisions.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Citizenship involves both rights and responsibilities. Individuals and groups can influence society through collective action and participation. Campaigns, petitions and volunteering are methods of creating social change. The UK is a democratic society where citizens elect representatives to make decisions on their behalf. Elections provide a process through which citizens can express political preferences. Information shared online should be analysed critically to identify bias, reliability and purpose.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of government, laws, rights and responsibilities. ● Knowledge of British Values, democracy and respectful participation within communities. ● Understanding that individuals can have different perspectives and experiences.
Future knowledge	This learning prepares pupils for: ● Year 9 learning about Parliament, government, elections, political roles and how citizens influence decision-making. ● Understanding complex social issues such as homelessness, immigration and public policy. ● Becoming informed, critical and active citizens who can engage responsibly with society. ● Critically engaging with political and social issues, recognising misinformation, understanding Prevent and

	challenging extremist or discriminatory beliefs.
Key vocabulary	Citizen, Active Citizenship, Campaign, Petition, Volunteer, Democracy, Government, Parliament, Election, Political Party, Manifesto, Representative, Debate, Opinion, Bias, Influence, Social Action

Year 8 – Topic 5

Topic Title	**Relationships: Consent, Online Influences and Staying Safe**
Pupils will know	Pupils will know that healthy relationships are based on mutual respect, communication, trust and equality. Pupils will know that consent must be freely given and that assumptions should never be made about another person's thoughts, feelings or boundaries. Pupils will know that online relationships and media representations may not always reflect realistic, healthy relationships and may influence expectations and behaviours. Pupils will know that conflict can occur in friendships and relationships and that disagreements can be managed safely and respectfully. Pupils will know that certain behaviours, including FGM, sharing explicit images, upskirting and sexual harassment, are harmful, abusive and may be illegal. Pupils will know that harmful online communities and ideologies, including misogynistic influences, can affect attitudes towards others and should be challenged through critical thinking and respectful values.
Pupils will know how to (procedural knowledge)	Pupils will know how to establish and respect personal boundaries in relationships. Pupils will know how to identify unhealthy relationship behaviours, coercion, pressure or harmful influences and seek support. Pupils will know how to resolve disagreements using communication, empathy and appropriate conflict-resolution strategies. Pupils will know how to evaluate messages about relationships presented online, through social media and popular culture. Pupils will know how to respond safely to inappropriate online behaviour, including knowing how and where to report concerns.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	Consent requires clear, voluntary agreement and can be withdrawn at any time. Healthy relationships involve respect, trust, communication and appropriate boundaries. Media and online content can influence beliefs and expectations about relationships. Sexual harassment, exploitation and image-based abuse can cause significant harm and may have legal consequences. Harmful ideologies and discriminatory attitudes can affect how people view and treat others. Support is available from trusted adults and appropriate organisations when someone feels unsafe.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of consent, personal boundaries and respectful friendships. ● Knowledge of online safety, sexting risks and responsible digital behaviour. ● Understanding of equality, respect and challenging discrimination.
Future knowledge	This learning prepares pupils for: ● Year 9 learning about healthy and unhealthy relationships, coercion, grooming, exploitation and sextortion. ● Year 9 intimate relationships education, including sexual consent, shared values, contraception and sexual health. ● Developing the ability to form safe, respectful and responsible relationships throughout adolescence and adulthood. ● Exploring sexual health, consent, abuse, coercion, pornography, AI influences and complex relationship dynamics in Year 10.
Key vocabulary	Consent, Boundaries, Respect, Equality, Conflict Resolution, Harassment, Sexual Harassment, FGM, Sexting, Upskirting, Misogyny, Manosphere, Grooming, Exploitation, Coercion, Healthy Relationship

Year 8 – Topic 6

Topic Title	**Living in the Wider World: First Aid, Emergency Response and Saving Lives**
Pupils will know	Pupils will know that first aid is the immediate assistance given to someone who is injured or unwell before professional medical help arrives.

	Pupils will know that responding quickly and appropriately in an emergency can significantly improve outcomes and potentially save lives. Pupils will know the purpose of the primary survey and understand the importance of checking for danger, response, airway, breathing and circulation before taking action. Pupils will know that some emergencies, including cardiac arrest, severe bleeding and choking, require specific first aid responses. Pupils will know that automated external defibrillators (AEDs) can be used safely by members of the public to support a person experiencing cardiac arrest.
Pupils will know how to (procedural knowledge)	Pupils will know how to assess an emergency situation while keeping themselves and others safe. Pupils will know how to carry out a primary survey and place an unconscious breathing person into the recovery position. Pupils will know how to recognise when CPR may be needed and understand the steps involved in providing effective chest compressions. Pupils will know how to respond appropriately to common emergencies such as choking and severe bleeding. Pupils will know how to contact emergency services and communicate clear information to professionals.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	The primary survey helps identify life-threatening conditions in a safe order. CPR can maintain circulation when a person's heart has stopped beating. An AED can analyse heart rhythms and provide a shock when appropriate. Severe bleeding and choking require rapid and appropriate intervention. Personal safety and contacting emergency services are priorities during an emergency. Basic first aid knowledge can enable individuals to act confidently and responsibly.
Prior knowledge	Students should draw upon previous learning, including: ● Earlier understanding of personal safety and responsibility towards others. ● Knowledge of seeking help from trusted adults and emergency services. ● Understanding of how actions can affect personal and community wellbeing.

Future knowledge	This learning prepares pupils for: ● Further first aid training and certification opportunities. ● Increased independence and responsibility as young adults. ● The ability to respond effectively to emergencies in everyday life, workplaces and communities.
Key vocabulary	First Aid, Emergency, Primary Survey, Danger, Response, Airway, Breathing, Circulation, CPR, AED, Recovery Position, Cardiac Arrest, Bleeding, Choking, Wound, Shock, Emergency Services

Year 9 overview

Year 9 – Topic 1

Topic Title	**Health and Wellbeing: Healthy Choices, Addiction and Managing Risk**
Pupils will know	Pupils will know that individuals make health-related choices that can have short-term and long-term consequences for their physical health, mental wellbeing, relationships and future opportunities. Pupils will know that substances such as alcohol, tobacco and illegal drugs affect the body and brain in different ways and can create physical, psychological and social risks. Pupils will know that addiction can develop in relation to substances and behaviours, including gambling, and that addiction can affect decision-making, relationships, finances and wellbeing. Pupils will know that gambling can take different forms, including online gambling, skin betting and loot boxes, and that these activities may involve financial and psychological risks. Pupils will know that the reasons people engage in risky behaviours can be complex and may include curiosity, social influence, emotional factors and environmental circumstances. Pupils will know that support services and trusted individuals can provide help for people experiencing problems related to substance misuse or addictive behaviours.
Pupils will know how to (procedural knowledge)	Pupils will know how to assess the risks and consequences associated with substances and addictive behaviours. Pupils will know how to recognise signs of harmful behaviour, dependency and addiction in themselves and others. Pupils will know how to challenge myths and misinformation

	surrounding substances, gambling and addiction. Pupils will know how to make informed choices that prioritise their long-term health, safety and aspirations. Pupils will know how to access appropriate support and signpost themselves or others to trusted adults and professional services when necessary.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Drugs can be classified according to their effects on the body, including stimulants, depressants and hallucinogens. Alcohol and nicotine can create dependency and cause physical and mental health harms. Addiction is a complex condition involving compulsive engagement with a substance or behaviour despite negative consequences. Gambling involves risk and can lead to financial and emotional difficulties. Personal choices are influenced by individual, social and environmental factors. Early support and intervention can reduce harm and improve outcomes.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of risk, decision-making and the health risks of vaping. ● Year 8 understanding of substances, addiction, peer pressure and healthy lifestyle choices. ● Knowledge of how emotions, relationships and social influences can affect decision-making.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 learning about maintaining long-term health and wellbeing. ● Increased independence and responsibility when making decisions involving substances, money and personal safety. ● Understanding how lifestyle choices can influence future health, relationships and opportunities. ● Understanding wider physical health issues, fertility, reproductive health, self-examination and independent use of healthcare services in Year 10.
Key vocabulary	Drug, Substance Misuse, Addiction, Dependency, Nicotine, Tobacco, Alcohol, Stimulant, Depressant, Hallucinogen, Gambling, Skin Betting, Loot Box, Consequence, Risk, Harm, Support Network

Year 9 – Topic 2

Topic Title	Living in the Wider World: Decision-Making, Careers and Future Pathways
Pupils will know	Pupils will know that making decisions about education and future pathways requires consideration of their interests, strengths, values, skills and long-term ambitions. Pupils will know that stereotypes and discrimination can influence perceptions of careers and opportunities and that all individuals should have access to equal opportunities. Pupils will know that career journeys are not always linear and that individuals may follow a variety of academic, vocational and employment pathways. Pupils will know that employability skills, qualifications and experiences contribute to future career success. Pupils will know that effective decision-making requires evaluating information, considering consequences and setting realistic goals.
Pupils will know how to (procedural knowledge)	Pupils will know how to reflect on their personal strengths, interests and aspirations when making decisions about future study and careers. Pupils will know how to research education and career pathways using reliable sources of information. Pupils will know how to challenge stereotypes relating to gender, culture, disability or background within education and employment. Pupils will know how to create personal goals and identify practical steps required to achieve them. Pupils will know how to evaluate choices by considering potential risks, benefits and long-term outcomes.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Career choices are influenced by personal interests, values, skills and opportunities. Stereotypes can create barriers and should be challenged to promote equality of opportunity. Qualifications, experience and transferable skills contribute to future employability. Decision-making involves gathering information, considering alternatives and evaluating consequences. Career pathways may include further education, apprenticeships, vocational training or employment.

Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of aspirations, personal qualities and different career sectors. ● Year 8 learning about employability skills, workplace expectations and labour market information. ● Understanding of equality, inclusion and challenging discrimination.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 decisions regarding qualifications, work experience and post-16 pathways. ● Developing professional skills such as applications, interviews and communication. ● Making informed decisions about education, employment and lifelong career development.
Key vocabulary	Decision-Making, Career Pathway, Employability, Qualification, GCSE Options, Apprenticeship, Further Education, Vocational Training, Skills, Qualities, Aspirations, Stereotype, Equality, Discrimination, Ambition

Year 9 – Topic 3

Topic Title	**Living in the Wider World: Politics and Society**
Pupils will know	Pupils will know that democratic societies are governed through systems of representation, law and political decision-making. Pupils will know the structure and roles within the UK political system, including Parliament, Government, Cabinet and elected representatives. Pupils will know that elections allow citizens to influence political decisions and that different political parties and individuals may have differing viewpoints and priorities. Pupils will know that social issues such as homelessness and immigration are complex and influenced by a range of economic, social, political and personal factors. Pupils will know that responsible citizenship requires considering evidence, recognising different perspectives and engaging respectfully with sensitive issues.
Pupils will know how to (procedural	Pupils will know how to evaluate political arguments and social

knowledge)	viewpoints using evidence and critical thinking. Pupils will know how to discuss controversial issues respectfully, recognising the difference between opinion, prejudice and evidence-based argument. Pupils will know how to explain how democratic processes allow individuals and groups to influence society. Pupils will know how to recognise the impact that political decisions can have on different groups within society. Pupils will know how to participate in informed discussion and debate while respecting alternative viewpoints.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Parliament and Government have different roles within the democratic process. Elections allow citizens to choose representatives who make decisions on their behalf. Political parties create manifestos outlining their priorities and proposed actions. Social issues often have multiple causes and require thoughtful, evidence-based responses. Active citizens engage with society through informed discussion, participation and responsible action.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of government, laws, rights and responsibilities. ● Year 8 learning about active citizenship, campaigning, elections and political participation. ● Knowledge of diversity, equality and respectful debate.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 citizenship and wider discussions around politics, society and current affairs. ● Understanding their future role as informed voters and active members of society. ● Engaging critically with political information, news and social issues throughout adult life. ● Critically evaluating misinformation, understanding extremism, Prevent, misogyny and the impact of harmful ideologies.
Key vocabulary	Parliament, Government, Cabinet, Democracy, Election, Manifesto, Voting, Representative, Politics, Policy, Homelessness, Immigration, Asylum Seeker,

Year 9 – Topic 4

Topic Title	Health and Wellbeing: Healthy Relationships, Peer Influence and Exploitation Awareness
Pupils will know	Pupils will know that healthy relationships are based on respect, equality, trust, honesty and effective communication. Pupils will know that unhealthy relationships may involve controlling behaviour, manipulation, coercion, intimidation or exploitation. Pupils will know that peer influence can affect choices, behaviours and attitudes, and that individuals may experience both positive and negative influences from others. Pupils will know that body image can be affected by social expectations, media representation, comparison with others and personal experiences. Pupils will know that gangs may exploit vulnerabilities and that some young people may be drawn into gangs due to factors such as belonging, protection, status, financial gain or coercion. Pupils will know that criminal exploitation, including county lines, financial grooming and sextortion, involves individuals manipulating others for their own benefit and may involve threats, pressure or deception. Pupils will know the legal and personal consequences of carrying knives and becoming involved in criminal activity.
Pupils will know how to (procedural knowledge)	Pupils will know how to identify the characteristics of healthy and unhealthy relationships. Pupils will know how to communicate their thoughts, feelings and boundaries clearly and respectfully. Pupils will know how to recognise warning signs of coercion, manipulation, grooming and exploitation. Pupils will know how to respond safely to pressure from peers, gangs or individuals attempting to exploit them. Pupils will know how to seek support from trusted adults and appropriate organisations when they feel unsafe or are concerned about themselves or others. Pupils will know how to challenge unrealistic expectations relating to appearance and develop more positive attitudes towards body image.

Core knowledge to know and remember to progress to later learning (foundational knowledge)	Healthy relationships involve communication, trust, equality and mutual respect. Coercion and manipulation are strategies used to control or exploit another person. Grooming can happen both online and offline and can involve emotional, sexual, criminal or financial exploitation. County lines is a form of criminal exploitation involving the movement and sale of drugs through organised networks. Knife crime has significant legal, physical and emotional consequences. Self-worth should not be based on unrealistic body standards or external validation.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of healthy friendships, consent, personal boundaries and online safety. ● Year 8 understanding of consent, conflict resolution, harmful online influences and recognising unsafe situations. ● Year 8 learning about emotional wellbeing, resilience and seeking support.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 learning around maintaining healthy relationships, managing risk and recognising exploitation. ● Developing confidence to establish healthy boundaries within future friendships, family relationships and intimate relationships. ● Making informed choices and accessing support when facing complex social pressures. ● Examining consent, sexual violence, abuse, coercion, body image, AI influences and maintaining healthy intimate relationships in Year 10
Key vocabulary	Healthy Relationship, Unhealthy Relationship, Communication, Boundaries, Consent, Coercion, Manipulation, Exploitation, Grooming, County Lines, Criminal Exploitation, Financial Grooming, Sextortion, Gang, Knife Crime, Body Image, Dysmorphia,

Year 9 – Topic 5

Topic Title	**Relationships: Intimate Relationships, Consent and Sexual Health**
Pupils will know	Pupils will know that healthy intimate relationships are built upon shared values, trust, communication, respect and mutual consent. Pupils will know that consent must be freely given, informed,

	enthusiastic and can be withdrawn at any point. Pupils will know that a person must have the capacity to give consent and that pressure, fear, manipulation or impairment can affect a person's ability to consent. Pupils will know that exploitation, stalking and harassment are harmful behaviours that can occur in person or online and may have serious emotional and legal consequences. Pupils will know the range of contraceptive methods available and understand that contraception can reduce the risk of unintended pregnancy, with some methods also reducing the risk of sexually transmitted infections. Pupils will know that unprotected sexual activity can result in pregnancy and sexually transmitted infections, and that people may have different options and support available if they experience an unplanned pregnancy. Pupils will know the importance of accessing accurate information and healthcare services to maintain sexual health.
Pupils will know how to (procedural knowledge)	Pupils will know how to communicate personal boundaries, values and expectations within relationships. Pupils will know how to recognise signs of exploitation, coercion, stalking and harassment and know how to access support. Pupils will know how to evaluate myths and misinformation surrounding relationships, sex and contraception. Pupils will know how to make informed and responsible decisions regarding relationships and sexual health. Pupils will know how to seek reliable information and appropriate medical support when required.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Consent is an ongoing process and can be given or withdrawn at any time. Respect, communication and shared values are essential foundations of healthy intimate relationships. Contraceptive methods vary in effectiveness and purpose. Sex without appropriate protection may lead to pregnancy and transmission of STIs. Harassment, stalking and exploitation are unacceptable and may be criminal offences. Healthcare professionals and trusted services can provide confidential advice and support.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 learning about puberty, identity, body changes and

	personal boundaries. ● Year 7 and Year 8 understanding of consent, healthy friendships and online safety. ● Year 9 learning about coercion, exploitation and effective communication.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 and adult life by developing the knowledge and confidence required to maintain safe, respectful and healthy intimate relationships. ● Making responsible decisions regarding sexual health and accessing appropriate support services. ● Understanding personal rights, responsibilities and the importance of mutual respect in all relationships. ● Developing a deeper understanding of contraception, sexual health services, Gillick competence, abortion, pornography and making informed reproductive choices in Year 10
Key vocabulary	Consent, Capacity, Intimate Relationship, Shared Values, Respect, Communication, Contraception, Barrier Method, Hormonal Method, Sterilisation, STI, Pregnancy, Miscarriage, Harassment, Stalking, Exploitation, Sexual Health

Year 9 – Topic 6

Topic Title	**Living in the Wider World: Financial Literacy and Economic Understanding**
Pupils will know	Pupils will know that money management is an essential life skill that involves understanding income, spending, saving and financial responsibilities. Pupils will know that budgets help individuals make informed financial decisions by balancing income against expenditure. Pupils will know that financial products, including loans, mortgages and overdrafts, can provide access to money but may involve interest and repayment responsibilities. Pupils will know that adults have financial responsibilities, including paying taxes and National Insurance, which contribute towards public services. Pupils will know that financial decisions involve risks and that borrowing money without understanding the terms and consequences can lead to debt. Pupils will know that planning, saving and considering long-term

	goals can support financial security.
Pupils will know how to (procedural knowledge)	Pupils will know how to create and evaluate a simple budget. Pupils will know how to assess financial choices by considering risks, costs and long-term consequences. Pupils will know how to distinguish between essential and non-essential spending. Pupils will know how to interpret basic financial terminology and make more informed decisions about money. Pupils will know how to set financial goals and understand the steps required to achieve them.
Core knowledge to know and remember to progress to later learning (foundational knowledge)	Income, expenditure, saving and budgeting are key elements of financial management. Borrowing money involves responsibilities and may result in interest and debt. Financial products have different purposes, benefits and risks. Taxes and National Insurance contribute to public services. Good financial decisions require planning, evaluation and awareness of consequences.
Prior knowledge	Students should draw upon previous learning, including: ● Year 7 understanding of work, salaries, careers and aspirations. ● Year 8 learning about future employment, qualifications and workplace expectations. ● Knowledge of decision-making, risk assessment and long-term planning developed throughout KS3.
Future knowledge	This learning prepares pupils for: ● Key Stage 4 and adult life, including managing personal finances, understanding employment and making informed economic decisions. ● Future learning about payslips, banking, credit, insurance, financial contracts and independent living. ● Responsible participation in society as financially aware adults.
Key vocabulary	Money, Income, Salary, Budget, Saving, Debt, Loan, Mortgage, Overdraft, Interest, Tax, National Insurance, Direct Debit, Financial Risk, Expenditure