Personal Development Curriculum Information

This document outlines the knowledge being taught in Personal Development lessons in each unit, the importance of teaching the knowledge and how it links to the Department for Education's statutory guidance for teaching Relationships and Sex Education and Health Education or the National Curriculum for Citizenship.

What icons mean throughout this document

	Key vocabulary taught and used in the unit
	Links to previous and future learning
	Statutory guidance content addressed in the unit
	Why the knowledge is important for children to be taught
	Explicit career that is taught in the unit

The content of this curriculum is placed in units, not half-terms. The overview of the curriculum shows the sequence of knowledge represented in their units and gives an estimate for when the content will be taught. Some classes may take longer on some knowledge to ensure it is secure, which may lead to some changes to the anticipated timeline. There is flex built into the curriculum to allow for this and for the full planned content to be taught.

Where required, lessons may be moved or added to the Personal Development curriculum. The lessons will continue to follow the RSHE guidance from the Department for Education. The decision to make these changes are confirmed by the PSHE and Citizenship Lead and the Senior Deputy Designated Safeguarding Lead where both are in agreement that safeguarding data represents an emerging need for curriculum adaptation and meets the test of 'do we need to address this need with the whole year group?' is met.

If, after reading this document, you have any questions about the Personal Development curriculum, please don't hesitate to reach out to your child's Personal Development teacher or the PSHE and Citizenship Lead.

Version control: Half-Term 2 2026-27

Who's who in Personal Development at THOA

Leadership of the Personal Development curriculum

Mrs V Dean – Principal and SLT line manager of Personal Development vdean@tenburyhigh.co.uk
Mr H Watts – PSHE and Citizenship Lead hwatts@tenburyhigh.co.uk

Members of staff who are teaching Personal Development

Mr H Watts – Year 9, 10 and 11
Mr C Wilkes – Year 7, 8, 9, 10 and 11
Mr S Wrigley – Year 7, 8, 9, 10 and 11
Mr P McGuire – Year 7, 8, 9 and 10
Miss A Andrews – Year 7 and 9
Mr R Morris – Year 7
Mr N Kirwan – Year 8

Other documents for your reference

You can read the Department for Education's statutory guidance for Relationships and Sex Education and Health Education here:
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

You can read the Citizenship National curriculum here:
https://assets.publishing.service.gov.uk/media/5f324f7ad3bf7f1b1ea28dca/SECONDARY_national_curriculum_-_Citizenship

You can read our Relationships, Sex and Health Education (RSHE) policy here:
https://tenburyhighormistonacademy.co.uk/key-info/policies
The parent consultation for the RSHE policy opens at the start of July for the following academic year.

How we assess in Personal Development

Baseline check
Questions that link to the unit are given at the start of a unit and marked by teachers. This informs curriculum adaptations to make through the unit where children may already be secure in some knowledge or have misconceptions about knowledge.

Long-term knowledge recall
To ensure that knowledge can be recalled over time, we give children short recall tests to assess knowledge from previously taught units and reteach any misconceptions or forgotten knowledge.

End of unit
At the end of each unit, children complete exam-style questions to assess their understanding of knowledge from the unit and apply the knowledge to a made-up scenario. This is marked by the teacher, and feedback is given to ensure children don't finish the unit with misconceptions.

OAT Common Assessment
In Key Stage Three, children will complete an end of year exam that will assess knowledge from the units taught throughout the year, skills that children have been taught and attitudes. The result of this assessment will be reported home to parents/carers on the July report.

Year 7

Unit: Looks and Labels

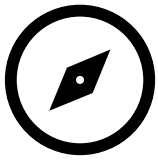
Anticipated number of lessons: 3

Knowledge overview:

- identify factors upon which first impressions may be made
- explain how first impressions can affect how people treat others
- reflect upon how I present myself to other people
- identify factors which can impact upon our identities
- describe important aspects of our own identities
- explain how values form part of our identity
- list factors that can influence self-esteem
- identify how a person's self-esteem can affect their behaviour
- promote others' self-esteem

Lesson structure:

1. First impressions
2. Describing who we are
3. Ourselves

	impression, identity, value, self-esteem
	Identifying the self supports future learning of mental health
	RR1, RR2, RR3, RR4, RR5, RR7, RR9, MW1, MW2, MW3, MW7
	Supporting the transition from primary to secondary school.
	Youth Worker

Unit: Relationships with others

Anticipated number of lessons: 6

Knowledge overview:

- compare the features of different relationships
- identify qualities of healthy relationships
- evaluate ways of responding to other people's boundaries
- identify different types of families
- evaluate what is important in family life
- explain ways that families can change over time
- compare different attitudes towards friendship
- explain why friendships can change over time
- recommend appropriate responses to friendship issues
- describe different forms of bullying
- distinguish between bullying and other behaviours
- explain how bullying can affect people
- describe different forms of cyberbullying
- identify situations where cyberbullying may break the law
- recommend appropriate responses to cyberbullying
- explain the difference between bystanders and upstanders
- describe ways that an upstander can respond to bullying
- rehearse safe and appropriate ways to act as an upstander

Lesson structure:

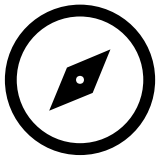
1. Healthy relationships
2. Families
3. Healthy friendships
4. Bullying
5. Cyberbullying
6. Responding to bullying



relationship, respect, family, adoptive family, foster family, blended family, extended family, kinship family, nuclear family, single-parent family, friend, bullying, indirect, cyberbullying, indecent, bystander, upstander



Setting up understanding of relationships, to prepare for learning about other relationships, including romantic and sexual.



RR1, RR2, RR3, RR4, RR5, BS1, BS3, MW1, MW3, PS3, F2, F6, RR7, BS2, PS2, F8, RR6, BS16, OSA1, OSA2, OSA3, OSA4, OSA6, OSA8, OSA9, OSA10, BS3, BS10, WO1, WO2, WO3.



A 2022 study found that 24% of 4–18-year-olds experienced bullying in recent weeks.
The Youth Endowment Fund has shown strong evidence to support anti-bullying programmes within PSHE and whole-school approaches can be effective in reducing bullying in schools.



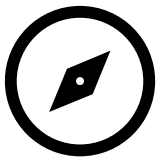
Designated Safeguarding Lead

Unit: Equality and discrimination

Anticipated number of lessons: *5*

Knowledge overview:

- know that Fundamental British Values include democracy, rule of law, individual liberty, mutual respect and tolerance.
- know that equality means people should be treated fairly and have equal rights and opportunities.
- know that diversity means people and communities can differ in many ways.
- know that prejudice means forming a negative view about a person or group without fair reason.
- know that discrimination means treating someone unfairly because of who they are or a characteristic they have.
- know that stereotypes are oversimplified ideas about people or groups.
- know that stereotypes can be applied to individuals and groups based on personal characteristics or identities.
- know that stereotypes can cause harm by encouraging prejudice or unfair expectations.
- know that the Equality Act 2010 protects people from discrimination.
- know that protected characteristics are characteristics protected by equality law.
- know that protected characteristics include age, disability, gender reassignment status, marriage and civil partnership status, pregnancy and maternity status, race, religion or belief, sex, and sexual orientation.
- know that people have legal rights and responsibilities regarding equality.
- know that racism is prejudice, discrimination or hostility based on race or ethnicity.
- know historical and/or modern examples of racial discrimination within the United Kingdom.
- know that respect and tolerance help people from different backgrounds

	Equality, discrimination, stereotype, misogyny, misandry, disability, racism
	Setting up understanding of the rights of people in the UK to build the foundations of human rights and further understanding of the Equality Act (2010) and the history of discrimination and social attitudes in Year 10.
	Referenced throughout the RSHE guidance.
	Children need to know the protected characteristics and the impact of discriminating against these.
	TBC

and communities live together positively. • know that voluntary groups, public institutions and citizens can work together to improve communities and campaign for equality. **Lesson structure:** 1. Equality 2. Stereotypes 3. Disabilities 4. Racism 5. Supporting others		

Year 8

Unit: Health Services and Basic First Aid

Anticipated number of lessons: *5*

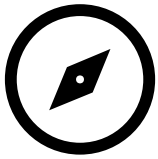
Knowledge overview:

- describe the support offered by a range of health services
- identify where such services are available locally
- recommend specific services based on individuals' needs
- identify potential triggers of common health conditions
- describe possible symptoms of these conditions
- explain appropriate steps to take in providing first aid and support
- identify causes of common household accidents
- explain appropriate steps to take in providing first aid
- describe errors people may make when giving first aid
- identify the steps involved in a primary survey
- describe how to put someone into the recovery position
- explain how to perform CPR
- describe the function of a vaccination
- explain the role of vaccinations in preventing disease
- evaluate viewpoints around the use of vaccinations
- explain arguments for and against compulsory vaccination
- advocate a viewpoint using evidence and reasoning

Lesson structure:

1. Health services
2. Asthma and allergies
3. Basic first aid
4. Helping someone who is unresponsive
5. Vaccinations

There is also an opportunity to practise this knowledge with first aid trainers coming into school – date TBC.

	health, NHS, asthma, allergy, accident, first aid, unresponsive, primary, vaccination
	Building on understanding of the body from Year 7. Preparing for understanding of drugs in year 9, contraception and sexual health in year 9/10.
	HPP2, HPP3, HPP4, HPP8, HPP9, ISR12, PHF2, HPP3, BFA1, HPP3, PS1, BFA1, BFA2, BFA3, BS4, HPP1, HPP5.
	Fewer than 1 in 10 people survive a cardiac arrest. 1 in 4 could survive if young people know when and how to use CPR. Providing basic first aid skills supporting children creating a safe environment where children know how to support each other in an emergency.
	Paramedic

Unit: Consent and trust

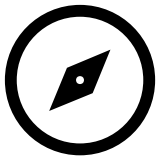
Anticipated number of lessons: 4

Knowledge overview:

- identify factors that influence trust in relationships
- explain why trustworthy decisions are not always straightforward
- evaluate the reliability of different sources of advice and support
- identify key features and signs of consent
- explain how pressure can affect the decisions people make
- suggest respectful responses when consent is unclear
- identify features of healthy and unhealthy relationships
- explain how different behaviours can affect relationships
- suggest appropriate sources of support for relationship difficulties
- describe ways that commitment may be shown in relationships
- compare different ways that relationships may be recognised
- recommend healthy ways to respond to relationship challenges

Lesson structure:

1. Being trustworthy
2. Consent
3. Healthy romantic relationships
4. Commitment

	trust, artificial intelligence (AI), consent, assertively, relationship, healthy, commitment, marriage, civil partnership, cohabitation
	Building on relationships work in year 7. Preparing for relationships education in year 9 onwards.
	MW1, MW3, WO2, WO5, PS3, F8, RR1, RR2, RR5, OSA2, OSA15, BS3, RR8, OSA1, BS1, BS2, ISR3, F1, RR3, RR18, RR10, BS9, BS16, F2, F3, F4, F6
	The Girl's Attitude survey reported 33% of girls and young women aged 13-21 say they often feel or experience sexual pressure. Teaching about consent in secondary school is essential to helping young people navigate consent in intimate and sexual relationships as they move into adulthood. A 2021 Department for Education research found "Young people who were taught about 'how to say no to sex', 'LGBT relationships', or 'relationships' were more likely to say that their RSE was 'very useful' three years later compared to those who had not."
	Celebrants

Unit: Drugs, gangs and extremism

Anticipated number of lessons: *5*

Knowledge overview:

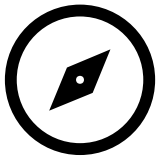
- know that crimes can have consequences for victims, offenders and communities.
- know that perceptions of crime may be influenced by stereotypes, personal experiences and media coverage.
- know that behaviour is influenced by a range of personal, social and environmental factors.
- know that gangs are groups of people who share an identity, purpose or set of activities.
- know that people may become involved in gangs for a variety of social, emotional and economic reasons.
- know that gangs may exploit individuals' needs for belonging, protection, status or financial reward.
- know that carrying a knife is illegal in many circumstances.
- know that people may carry knives for a range of reasons, including fear, pressure, status and perceived protection.
- know that carrying a knife can increase rather than reduce risk.
- know that grooming is a process through which trust is built in order to manipulate, exploit or abuse another person.
- know that grooming can occur online and offline.
- know that grooming often involves secrecy, manipulation, gifts, attention or emotional pressure.
- know that criminal exploitation often involves taking advantage of a person's needs, circumstances or vulnerabilities.
- know that county lines involves organised criminal groups exploiting people to transport or sell illegal drugs.
- know that children and vulnerable adults can be exploited through county lines activity.



Grooming, vulnerable, child criminal exploitation, county line, drugs, gangs, knife, extreme, extremism, hate



Setting up foundational knowledge for learning about the health effect of drugs, building the foundations of knowledge of child criminal / sexual exploitation.



BS11, BS16, BS2, BS3, BS4, DATV2, F8, KS3.3, KS3.4, OSA10, OSA8, PS1, PS2, PS3, PS4, PS5, PS6, RR1, RR10, RR2, RR3, RR4, RR5, RR6, RR8, RR9, WO6, WO7



Being rural and knowing that drugs are part of the local community, we are aware that we need to make pupils aware of dangers of drug gangs and warning signs of county lines.



Probation officer

• know that extremist views involve opposition to widely accepted values or democratic principles. • know that extremism and terrorism are related but distinct concepts. • know that terrorism involves the use or threat of violence to pursue ideological aims. • know that hate crimes are criminal offences motivated by hostility or prejudice towards particular groups. • know that hate crimes can target people because of characteristics such as race, religion, disability, sexual orientation or gender identity. **Lesson structure:** 1. Grooming 2. County lines 3. Gangs 4. Knife crime 5. Extremism 6. Hate crimes		

Year 9

Unit: Money Matters

Anticipated number of lessons: 6

Knowledge overview:

- describe how different bank accounts work
- compare features of credit and debit cards
- recommend suitable bank accounts for different customers
- identify key features of financial documents
- recognise specific information within example documents
- explain how financial documents should be stored
- describe why people become involved in financial exploitation
- identify potential signs of fraud and scams
- raise awareness of how to keep money safe
- describe what kinds of information are featured on a budget
- create a budget for a client
- recommend effective ways to better manage money
- describe how goods and services differ
- explain legal protections for consumers
- rehearse ways of requesting a refund or repair from a store
- describe laws around gambling
- compare the risks associated with different forms of gambling
- explain how gambling may affect other people

Lesson structure:

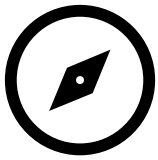
1. Bank accounts
2. Tracking money
3. Keeping money safe
4. Budgeting
5. Consumer rights
6. Gambling



interest, overdraft, debt, HMRC, payslip, money mule, exploitation, fraud, income, expenditure, consumer, gambling



Building on understanding of money from experience of spending/going shopping.



Citizenship National Curriculum: KS3.3, KS3.4, KS3.6

OSA12, OSA14
PS3, PS6, OSA1, OSA2, OSA6, OSA14, BS3, BS11, PS3, RR2, RR5



Disadvantaged young people are less likely to be taught about finances in the late primary phase, affecting these skills into teenage years and perpetuating inequalities.
Young people aged 7-17 who have meaningful financial education are more likely to: feel confident about managing money, actively save, have a positive (and less anxious) relationship with money, and demonstrate day-to-day financial skills such as comparing prices and planning ahead (MaPS Financial Wellbeing survey; MaPS Financial education secondary schools guidance).



Financial advisor

Unit: Potential harm in relationships

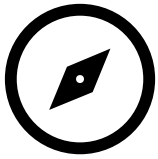
Anticipated number of lessons: 6

Knowledge overview:

- communication can support trust, understanding and emotional safety within relationships.
- communication can be verbal, non-verbal, written and digital.
- pressure within relationships can be obvious or subtle.
- pressure can affect decision-making and behaviour.
- online content can influence attitudes, expectations and behaviour in real life.
- abusive relationships may involve patterns of controlling, coercive, manipulative or harmful behaviour.
- domestic abuse can take different forms, including physical, emotional, verbal, sexual, financial and coercive or controlling behaviour.
- abuse is never the fault of the victim.
- people may share intimate images for a range of reasons.
- the law places restrictions on creating, possessing and sharing sexual images of children, including self-generated images.
- sharing intimate images with or without consent may have legal, emotional and social consequences.
- attitudes towards sexual activity may be influenced by personal values, relationships, culture, religion, family and media.
- people may hold different views about sex and relationships.

Lesson structure:

1. Communication in relationships
2. Managing relationship pressure
3. Online behaviour and relationships
4. Domestic abuse
5. Sharing intimate images
6. Thinking about having sex for the first time. ***This lesson is deemed Sex Education.***

	Verbal communication, non-verbal communication, pressure, domestic abuse, coercive control, manipulation, intimate image, privacy, sex.
	Linking year 7 and 8 relationships unit while building in a bigger focus on romantic and sexual relationships. This is building the foundations for learning about external condoms and sexually transmitted infections later in the year.
	BS1, BS10, BS11, BS16, BS2, BS3, BS5, BS6, BS7, BS8, BS9, F8, ISR1, ISR10, ISR11, ISR2, ISR3, ISR4, ISR5, MW1, MW3, MW6, OSA1, OSA10, OSA14, OSA2, OSA4, OSA5, OSA6, OSA7, OSA8, OSA9, PS2, PS3, PS6, RR1, RR10, RR12, RR2, RR3, RR4, RR5, RR7, RR8, WO2, WO3.
	Relationships and acceptable behaviour have historically been a concern from the safeguarding data, so once children are more familiar with their teachers we introduce what appropriate relationships look like. This unit teaches the age of consent being 16-years-old, but acknowledges that some children may have sex at a younger age. It also teaches about acceptable and unacceptable behaviours around romantic relationships, which increase in this year group.

		Relationship counsellor

Unit: Mental Health

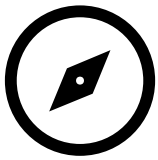
Anticipated number of lessons: 6

Knowledge overview:

- identify factors that may influence how people feel
- evaluate ways in which people may respond to their emotions
- consider the effects of different emotional responses
- identify how mental health can affect feelings and behaviours
- describe characteristics of common types of mental ill health
- explain how language choice may affect others' mental health
- identify key influences of people of different ages
- reflect on the factors which affect my own actions
- evaluate the impact of influential people on others
- identify attributes that are socially considered desirable
- describe factors that influence how people view themselves
- evaluate how realistic and healthy these expectations can be
- discuss the ways people may grieve
- identify & describe the stages of grief
- explain how some coping mechanisms could be problematic
- identify examples of common addictions
- describe possible indicators of an addiction
- explain the steps involved in trying to overcome an addiction

Lesson structure:

1. Happiness
2. Supporting mental health
3. Influence
4. Body image
5. Grief
6. Addiction

	emotions, neurotransmitters, depression, anxiety, influence, influencer, body image, appearance, bereavement, grief, addiction
	Building on understanding self from year 7. Preparing for understanding of managing stress in year 11.
	MW1, MW3, MW4, MW6, MW5, MW7, MW9, PS2, PS3, F8, BS2, BS3, BS16, WO1, WO2, RR3, OSA3, OSA8, F6, DATV3, DATV4.
	75% of mental disorders begin before the age of 25. Children and young people from disadvantaged backgrounds are more likely to develop mental health difficulties and less likely to develop high mental health strengths. 25.8% of 16- to 24-year-olds in England had a common mental health condition, such as anxiety or depression, in 2023.
	Clinical psychologist

Year 10

Unit: Human Rights

Anticipated number of lessons: 7

Knowledge overview:

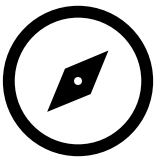
- describe what makes a freedom a human right
- identify situations where human rights are protected or denied
- evaluate the impact of human rights on individuals and society
- describe how rights can lead to different forms of support and protection
- explain how and why rights and interests may come into conflict
- evaluate how human rights can be balanced when people have competing interests
- describe reasons why freedom of expression may be restricted
- evaluate competing views about limiting freedom of expression
- apply limits on freedom of expression to real-life situations
- describe reasons why people may take part in protests
- apply laws relating to protest to real-life situations
- evaluate whether limits on protest are justified
- describe why the right to privacy may be limited
- explain how technology use may affect privacy
- evaluate the use of facial recognition by police forces
- identify actions which others may perceive as dishonourable
- describe English law around marriage
- explain the relationship between consent and human rights
- identify practices which may violate bodily autonomy
- describe why these practices may occur
- explain why the law protects against these human rights violations



human, rights, balance, article, free speech, Home Secretary, Panopticon, privacy, immigration, emigration, honour, honour-based abuse



Builds on understanding of ourselves and differences from year 7.
Prepares for understanding of sexual harassment and abuse later in year 10.



Citizenship National Curriculum: KS4.1, KS4.4, KS4.5, KS4.6, KS4.7, KS4.8

RR1, RR2, RR4, RR9, RR5, OSA1, OSA12, OSA13, F3, F5, F8, RR8, RR10, BS1, BS2, BS3, BS9, BS12, BS16, DB3, F8, RR8, RR9, RR10, BS13, BS16, ISR5, ISR12

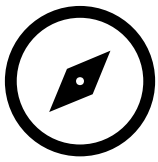


Understanding the country we live in and the rights we have as citizens of the UK.

Lesson structure: 1. Human Rights Agreements 2. Balancing Human Rights 3. Freedom of Speech 4. Protests 5. Privacy 6. So called 'honour-based abuse' (HBA) 7. Female HBA		Data protection officer

Unit: Major Health Conditions

Anticipated number of lessons: 7

Knowledge overview: • physical health can be influenced by lifestyle, behaviours, environment and access to healthcare. • health-related decisions may be influenced by factors including time, income, environment and access to resources. • health recommendations are designed to improve population health but may not be equally achievable for all people. • meningitis is a serious infection that requires urgent medical attention. • strokes occur when blood supply to part of the brain is interrupted. • common symptoms associated with meningitis and stroke. • vaping is regulated by law and subject to age restrictions. • governments use laws, age restrictions, taxation, advertising controls and public health campaigns to influence health behaviours. • alcohol poisoning can occur when dangerous amounts of alcohol are consumed over a short period of time. • drink spiking involves adding alcohol or drugs to another person's drink or body without their knowledge or consent. • alcohol and other drugs can affect judgement, behaviour, physical health and mental wellbeing.		Public health, lifestyle, risk factor, prevention, Meningitis, stroke, alcohol poisoning, drink spiking, cancer, tumour, screening, self-examination, testicles, breast, breast cancer, testicular cancer, organ donation, stem cell, transplant, donor, recipient
		Builds on previous learning about how to stay healthy. Builds on cancer learning in biology. Setting foundations for health services, including sexual health services in Year 11.
		BFA1,BFA2, BS3, BS4, DATV1, DATV3, DATV4, DATV5, DATV6, HE1, HE2, HE3, HPP3, HPP4, HPP5, HPP8, OSA15, PHF2, PHF4, PS1, PS2, WO5.
		In order to prepare children for being older pupils who may be able to take on the role of giving first aid to other people, including responding to an asthma attack or allergic reaction. This unit also looks at cancer and the steps

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cancer is a group of diseases in which abnormal cells grow and divide uncontrollably, sometimes spreading to other parts of the body.
risk factors for cancer may include lifestyle, genetics and environmental influences.
self-examination involves regularly checking parts of the body for unusual changes to identify potential health concerns at an early stage.
testicular cancer is the most common form of cancer affecting young men.
both males and females can develop breast cancer.
recommended steps involved in self-examination of the testicles and breasts.
organs, blood, stem cells and other tissues can be donated to help others.
England operates an opt-out organ donation system, meaning adults are considered potential organ donors unless they have recorded a decision not to donate.
people may hold different ethical, cultural or religious views about donation.

Lesson structure:

Meningitis, stokes and sepsis
Nicotine
Drug and alcohol risks
Cancer
Self-examination
Organ, blook and stem-cell donation
Heath information sources

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<td>that are needed to complete a self-examination. We believe that this content can be very upsetting as 1 in 2 people will get cancer in their lifetime, suggesting that many pupils will know someone who has experienced cancer and we want to ensure that there is a relationship built with the teacher and the class, so they feel comfortable talking to them if they become upset in the lesson. However, we also need to be mindful that cancer is taught in the science curriculum (referenced in Year 7 and taught more explicitly in GCSE). Herefordshire health data suggests that 50% of all deaths are caused by Cancer and circulatory disease.</td>
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<td>Clinical endoscopist</td>
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Year 11

Unit: Managing Stress

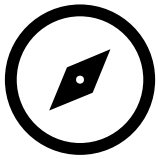
Anticipated number of lessons: 4

Knowledge overview:

- identify examples of common causes of stress
- explain the biological basis of stress
- evaluate the usefulness of stress management strategies
- examine common causes of disappointment
- compare potential responses to disappointing situations
- apply advice about managing disappointment
- identify attributes which contribute to resilience
- describe how specific strategies can help us to persevere
- apply strategies to respond positively to setbacks
- describe how external factors can affect exam performance
- develop a personalised time management plan
- experience and evaluate stress and anxiety management strategies

Lesson structure:

- Managing stress
- Disappointment
- Resilience
- The impact of health on exam performance

	stress, emotion, disappointment, resilience, health, performance
	Builds on previous learning of mental health. Preparing for potential stress of exams and college applications. Skills to support mental ill health in adulthood.
	MW1, MW2, MW4, MW6, MW7, PHF3, MW3, RR7, WO1, PHF1, PHF3, HE1, HPP6
	25.8% of 16- to 24-year-olds in England had a common mental health condition, such as anxiety or depression, in 2023. Giving pupils the strategies to support their mental health when they are in mock exams and their GCSE exams.
	Life coach

Unit: Preparing to vote

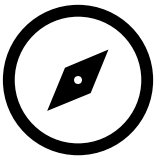
Anticipated number of lessons: ***5 + 3 lessons for mock exams and revision***

Knowledge overview:

- Ways in which government earns money
- Plans of government spending
- Spending allocations
- Forms in which foreign aid may be given
- International requirements on aid spending
- Arguments for and against aid spending
- Which groups are entitled to vote in UK elections
- Opposing attitudes towards voting
- Methods to vote in UK elections
- Steps involved in the voting process
- Methods to improve voting engagement
- How a candidate wins a General Election
- Stages involved in two popular electoral systems
- Key features of democracy
- Criteria for The Democracy Index

Lesson structure:

- Government expenditure
- Voting
- General elections
- Other voting systems
- Rating democracy in the UK

	expenditure, deficit, foreign aid, capital, franchise, by-election, proxy, constituency, coalition, democratic
	Previous learning of government in the UK from year 9.
	KS4.1, KS4.2, KS4.3, KS4.4, KS4.8, KS4.9
	Fundamental British Values – democracy Preparing to vote is taught in the final year as children will be able to register to vote in this year group and then vote at 18 (once they leave us).
	Special Advisor

Unit: Adult relationships

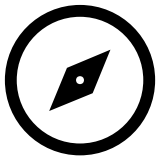
Anticipated number of lessons: 6

Knowledge overview:

- Why content may be classed as pornographic
- English laws around pornography
- Effects of viewing pornography
- The potential harmful sexual behaviours associated with watching pornography
- What an incel is
- Potential factors leading to a break-up
- Appropriate break-up etiquette
- Potential reactions to break-ups
- Examples of stalking behaviours
- English laws around stalking
- Methods to deal with stalking
- Services offered by sexual health clinics
- Location of nearby sexual health clinics
- How to access sexual health support

Lesson structure:

1. Pornography
2. Pornography's impact on behaviour
3. Ending a relationship
4. Stalking
5. Sexual health services

	Pornography, Incel, etiquette, behaviour, stalking, services, clinic
	This unit builds on all previous learning of relationships and is the last parts of the relationships knowledge expected in the Department for Education's RSHE guidance.
	RR7, RR8, RR10, RR11, RR12, OSA5, OSA8, OSA11, BS15, HPP8, HPP9, ISR1, ISR4, ISR5, ISR8, ISR9, ISR10
	This unit requires a mature response as it involves looking deeper at the harmful effects of pornography. Therefore, it is taught in the later part of Year 11. It also looks at sexual health services and harmful behaviours in relationships, which become more serious in Year 11. The unit is taught between mock exams as it is essential knowledge to keep children safe in a safeguarding area (relationships) that we know our children need the most.
	Sexual health clinician