

Relationships and sex education	Families	Respectful Relationships
Year 10	-Students will know the laws in the UK regarding forced marriage, including Forced Marriage Protection Orders and the role of the Forced Marriage Unit -Students will be able to analyse scenarios to recognise situations where someone may be at risk of forced marriage. -Students will know how inequalities in relationships (such as power imbalances, gender stereotypes, or unequal respect) can affect behaviours, including within sexual relationships. -Students will be able to recognise unhealthy or unequal behaviours in relationships and apply strategies to promote fairness, respect, and equality.	-Students will know what it means to be treated with respect, including fairness, kindness, equality, and valuing others' boundaries. -Students will be able to recognise respectful and disrespectful behaviours in relationships and demonstrate ways to treat others with dignity and consideration. -Students will know that different sub-cultures, including online groups and influencers, can promote sexual norms and attitudes that may be unhealthy or disrespectful. -Students will be able to recognise when messages from sub-cultures conflict with values of respect, equality, and consent, and apply strategies to make safe, ethical choices in relationships.
Year 11	-Students will know that families are different -Students will be able to communicate effectively and respectfully about family issues and conflicts.	-Students will know the wider social, cultural, and legal implications of inequalities in relationships, and how these can lead to harmful behaviours such as coercion, exploitation, or abuse. -Students will be able to critically evaluate relationship dynamics, challenge inequality, and make informed, responsible choices that support healthy, respectful sexual relationships. -Students will know the importance of respecting and tolerating different beliefs, values, and faiths, and understand how intolerance can lead to discrimination, conflict, or harm in relationships and wider society. -Students will be able to demonstrate tolerance by engaging respectfully with diverse perspectives, challenging prejudice, and promoting inclusion in their interactions both online and offline. -Students will know how sub-cultures such as "incels" or certain online influencers can shape harmful narratives about sex, relationships, and gender, and understand the wider social and ethical implications. -Students will be able to critically evaluate these influences, challenge harmful sexual norms, and promote respectful, inclusive, and ethical approaches to relationships. -students will know how communication, stability and shared decision-making support healthy relationships and future family planning -students will be able to apply communication and problem-solving skills to relationship and family-planning situations.

Relationships and sex education	Online safety and awareness	Being safe	Intimate and sexual relationships including sexual health
Year 10	-Students will know what inappropriate, harmful, and illegal online content looks like and how it can affect wellbeing.	-Students will know what exploitation is (including sexual, criminal, grooming, and financial)	-Students will know that there are different choices related to pregnancy, including abortion and adoption, and understand impartial, legally accurate information about these options.

	-Students will be able to identify, block, and report harmful material, and seek support when needed. -Students will know what AI chatbots are, how they work, and the risks of unsafe or manipulative interactions. -Students will be able to critically question information from AI systems and disengage from unsafe conversations. Students will know how to recognise signs of unhealthy digital relationships -Students will know how pornography can distort ideas of relationships, consent, and respect. -Students will be able to challenge myths and stereotypes, applying healthy boundaries in online and offline contexts. -Students will know how online content can be exaggerated, sensationalised or manipulated to influence emotions and behaviour. -Students will know what extreme viewpoints are and how they can spread through social media algorithms. -Students will be able to identify exaggeration, clickbait and distorted messaging, and explain how extreme views can influence individuals or groups. -Students will know that online platforms collect personal data to shape what people see, including targeted content and ads. -students will be able to describe how platforms use personal data to personalise what users see online.	-Students will know the laws that make these behaviours criminal, and the impact they can have on individuals and communities. -Students will be able to recognise signs of exploitative behaviour, and know how to protect themselves and others. -Students will know what stalking is, including fixated, obsessive, and unwanted behaviour, and that it can be criminal. -Students will know what worrying or abusive behaviour looks like from others or about themselves, and the potential impact on wellbeing. -Students will be able to recognise signs of stalking online or offline and identify where to seek help and support. -Students will be able to respond safely by seeking trusted help (e.g., teachers, family, helplines) and using reporting mechanisms.	-Students will be able to access reliable sources of support and information and discuss pregnancy choices respectfully and without stigma. -Students will know how different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted and the role of safer sex practices (including condom use). -Students will be able to explain how risk can be reduced through safer sex and demonstrate knowledge of where to access condoms and sexual health services. -Students will know how alcohol and drugs can impair judgement and increase risks in sexual behaviour. -Students will be able to identify strategies to reduce risk, make safer choices, and seek help if substance use affects sexual health or safety.
Year 11	-Students will know the legal consequences of sharing or accessing harmful or illegal online material. -Students will be able to take responsibility for their digital footprint. -Students will know the risks of misinformation, data misuse, and dependency when using AI tools. -Students will be able to verify information and apply critical thinking to use AI responsibly.	-Students will know the legal consequences of stalking and how obsessive, unwanted behaviour can escalate into criminal activity. -Students will be able to critically evaluate situations, recognise risks, and take responsible steps to protect themselves and others, including accessing specialist support. -Students will know how abusive behaviour can manifest in relationships or peer interactions, and the importance of early recognition. -Students will be able to analyse scenarios, identify unhealthy patterns,	-Students will know the legal framework around consent, confidentiality and young people's rights when accessing sexual health or relationship support -students will be able to evaluate the reliability and intentions of relationships / sexual health advice (online and offline) and identify safe, appropriate support services. -Students will know how HIV is transmitted, the role of PrEP and PEP in prevention, and the importance of regular testing. -Students will be able to explain how and where to access HIV prevention drugs and testing services, and challenge stigma around HIV and STIs. Refer to KS3 and Y10 lessons about other STIs.

	-Students will know how pornography can reinforce unhealthy stereotypes and unrealistic expectations in relationships. -Students will be able to discuss consent, boundaries, and healthy intimacy with maturity and respect for self and others. -Students will know the potential dangers of pornography, including unrealistic portrayals of sex, reinforcement of harmful stereotypes, risks of addiction, and its impact on mental health and relationships. -Students will be able to critically analyse how pornography can distort expectations -students will be able to apply strategies to protect their wellbeing and promote respectful, healthy relationships. -Students will know how online radicalisation and extreme narratives target people. -Students will be able to evaluate the intentions behind content and explain how persuasive techniques are used to influence opinions. -Students will know how individuals, platforms and communities share responsibility in addressing harmful or extreme viewpoints. -Students will be able to apply strategies for safely challenging misconceptions or extreme viewpoints, model positive online behaviour, and identify reliable reporting pathways	and confidently seek help for themselves or others through appropriate safeguarding channels.	
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Health and wellbeing	Mental wellbeing	Wellbeing online	Physical health and fitness
Year 10	-Students will know what self-esteem means and the factors that can influence it. - Students will be able to identify their own strengths and achievements to support positive self-worth. -Students will know how constructive feedback can help them grow and improve. -Students will be able to respond to feedback positively and begin applying resilience strategies when they face setbacks.	-Students will know how media and social influences can affect body image and self-esteem. -Students will be able to use basic strategies to manage their feelings about body image and promote healthy self-perception. -Students will know the risks of buying drugs online, including exposure to unsafe or counterfeit substances, exploitation by criminal networks, and the serious legal and health consequences. -Students will be able to explain how drugs can affect wellbeing and future opportunities and identify safe sources of help and support.	-Students will know the facts about blood, organ, and stem cell donation, including why they are needed, how donation saves lives, and the laws and ethical principles that govern donation in the UK. -Students will be able to explain the importance of donation, challenge myths or misconceptions, and identify how and where people can register or access accurate information about becoming a donor.

	-Students will know that gambling can lead to serious mental health harm -Students will be able to recognise the risks associated with different forms of gambling, explain how these harms can affect wellbeing, and identify where to seek help and support.		
Year 11	-Students will know how self-esteem develops over time and the impact of long-term influences (e.g., relationships, achievements, setbacks). -Students will be able to evaluate their own coping strategies and adapt them to maintain resilience in more complex situations. -Students will know how to give and receive feedback constructively in academic, social, and workplace contexts. -Students will be able to apply these strategies to improve relationships, showing maturity in handling criticism. -Students will know that the co-occurrence of alcohol/drug use and poor mental health is common, that the relationship is bi-directional -Students know that stopping substance use can improve mental health and reduce anxiety. -Students will be able to explain how substance use can impact mental health, critically evaluate risks, and identify strategies and sources of support to reduce harm and promote wellbeing.	-Students will know how cultural, societal, and digital pressures shape perceptions of body image and wellbeing. -Students will be able to critically challenge unrealistic standards and advocate for positive body image in themselves and others. -Students will know the serious risks of viewing online content that promotes self-harm, suicide, or violence, including the potential impact on mental health and wellbeing. -Students will be able to safely report harmful material, access appropriate support after viewing it, and apply strategies to protect themselves and others online.	-Students will know that an inactive lifestyle increases the risk of ill health, including obesity, cardiovascular disease, diabetes, and certain cancers, and understand the importance of regular physical activity for prevention. -Students will be able to explain how inactivity contributes to poor health outcomes, critically evaluate lifestyle choices, and identify strategies to increase activity levels and reduce long-term health risks.

Health and wellbeing	Healthy eating	Drugs, alcohol, tobacco and vaping	Health protection and prevention
Year 10	-Students will know that alcohol contains hidden calories, can disrupt healthy eating habits, and contributes to unhealthy weight gain and related health risks. -Students will be able to explain how alcohol affects diet and body weight, recognise the long-term health consequences, and identify strategies to make healthier lifestyle choices.	-Students will know the facts about legal and illegal drugs, their associated risks, and the link between drug use and serious mental health conditions. -Students will know that some prescribed drugs can still present serious health risks if misused. -Students will be able to recognise the risks of drug use, explain how it can affect mental health, and identify safe choices and sources of support.	-Students will know the benefits of regular self-examination (e.g., checking for lumps, changes in skin, or other warning signs) and the role of medical screening in detecting health issues early, including cancers and other conditions. -Students will be able to explain why self-examination and screening are important, recognise how to carry out age-appropriate checks safely, and identify where to access reliable information and healthcare support.
Year 11	-Students will know how to maintain a healthy, balanced diet, and understand the links between poor diet and health	-Students will know the facts about legal and illegal drugs, their risks, and the bi-directional link between drug use and serious mental health conditions.	-Students will know the common early signs of physical illness, including weight loss, fatigue, persistent pain, and unexplained changes to the body.

	risks such as obesity, cardiovascular disease, diabetes, and certain cancers. -Students will be able to explain how dietary choices affect long-term health, critically evaluate their own eating habits, and identify strategies to improve diet and reduce health risks.	-Students will know that prescribed drugs, while legal, can present serious health risks if misused, including dependency and harmful side effects. -Students will be able to critically evaluate how drug use can both trigger and worsen mental health problems and apply strategies to protect wellbeing. -Students will know the long-term physical and psychological consequences of addiction, including alcohol dependency and its impact on future opportunities. -Students will be able to analyse scenarios of addiction, challenge stigma, and identify professional support services for recovery.	-Students will know why early detection of physical illness is important for effective treatment and prevention of complications. -Students will be able to evaluate which symptoms require urgent attention and which can be monitored over time.
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Health and wellbeing	Developing bodies	Contraception and parenthood	Personal safety
Year 10	-Students will know how hormones influence physical, emotional and behavioural changes during adolescence -Students will be able to describe hormonal changes in puberty and apply strategies to manage their effects	-Students will know the main types of contraception and how they prevent pregnancy and / or STIs. -Students will be able to compare contraceptive methods and make informed choices in realistic situations -Students will know how hormonal contraception works and the importance of consent in sexual relationships -Students will be able to evaluate contraception choices while communicating boundaries and seeking support if needed.	-Students will know what knife crime is, why young people may feel pressure to carry knives, and the legal consequences of possession. -Students will be able to explain how carrying a knife increases risk, challenge common myths, and identify early signs of unsafe situations. -Students will know practical strategies to stay safe, avoid conflict, and recognise when they or someone else needs support. -Students will be able to use decision-making skills to choose safe actions in scenarios, identify trusted adults and services, and explain how to report concerns safely.
Year 11	-Students will know the stages of the menstrual cycle and how hormones regulate fertility -Students will be able to explain the menstrual cycle and use fertility information to challenge common myths	-Students will know how long-acting and other contraceptive methods differ in effectiveness, use and suitability -students will be able to assess contraception options in complex scenarios and identify reliable information sources -students will know the signs of pregnancy and the available options and support pathways for unplanned pregnancy -students will be able to outline appropriate steps and considerations when navigating an unplanned pregnancy situation. -students will know the emotional, financial and social responsibilities involved in parenthood -students will be able to analyse parenting scenarios and reflect on how parenthood affects future plans.	-Students will know how coercion, peer pressure, exploitation, and group involvement (including joint enterprise) influence behaviour around knives. -Students will be able to analyse complex scenarios, evaluate short- and long-term consequences, and practise assertive communication to resist pressure. -Students will know how personal actions, community factors, and support agencies contribute to reducing knife-related harm. -Students will be able to create a personal safety plan, identify support pathways, and explain how individuals can positively influence safer communities.

Life skills	Careers, preparing for work	Financial literacy
Year 10	-Students will know what a career is and how interests, strengths, and values shape future choices. -Students will be able to identify their personal qualities and set realistic short- and long-term goals for KS4 and beyond. -Students will know the main pathways after KS4 (A-levels, vocational courses, T-levels, apprenticeships, employment with training). -Students will be able to compare different pathways and match them to their skills, interests and aspirations. -Students will know what labour market information (LMI) is and why it matters when planning a career. -Students will be able to interpret basic LMI and describe key employment sectors and growth industries.	-Students will know the different types of employment (full-time, part-time, self-employed, freelance, zero-hours contracts). -Students will be able to compare these types of work and explain how they influence income stability, budgeting and lifestyle choices. -Students will know the purpose of tax, National Insurance contributions, and the concept of gross vs net income. -Students will be able to interpret a simple payslip and explain how different employment types affect tax responsibilities. -Students will know what consumer rights protect (refunds, faulty goods, contracts, online purchases). -Students will be able to create a basic budget and identify when and how to use consumer rights in real-life situations. -Students will know common financial risks (scams, identity theft, online fraud, high-interest loans, buy-now-pay-later). -Students will be able to recognise warning signs of financial exploitation and explain strategies to stay safe with money.
Year 11	-Students will know how personal goals may change and how to evaluate their post-16 options. -Students will be able to refine their preferred pathway and identify the next steps needed to achieve it. -Students will know the purpose of a personal statements -Students will be able to draft a personal statement targeted toward a chosen course or opportunity. -Students will know how technology, automation and global trends influence the labour market. -Students will be able to prepare responses to common interview questions and demonstrate appropriate interview conduct. -Students will know basic employment rights (minimum wage, working hours, equality legislation) and employee responsibilities. -Students will be able to recognise payslip deductions and describe what to do if workplace rights are not respected.	-Students will know key financial obligations (income tax, NI, pension contributions, student finance). -Students will be able to calculate approximate deductions from different incomes and understand the responsibilities of self-employment (invoicing, tax returns). -Students will know the differences between safe and unsafe borrowing, good vs bad debt, credit scores, interest rates and predatory lending. -Students will be able to assess financial offers and recognise risky situations such as loan sharks, gambling harms or pressured contracts.