Personal, Health, Relationship and Sex Education (PHRSE) Curriculum Map

Key Stage 3

Intent

At Key Stage 3, the PHRSE curriculum lays the foundation for pupils' personal, social, health and relationships education as they move through adolescence. It is designed to help students develop the knowledge, understanding and skills they need to lead confident, healthy and responsible lives. Through the key themes of health and wellbeing, relationships, and living in the wider world, students are encouraged to reflect on their values, attitudes and behaviours. The intent is to ensure that all students develop the emotional literacy, resilience and respect needed to form positive relationships, stay safe, and make informed choices both now and in the future. PHRSE at Key Stage 3 supports the wider personal development of students and contributes to a positive school culture grounded in respect and inclusion.

Implementation

PHRSE is delivered through a planned, spiral curriculum that builds progressively on prior learning from Key Stage 2. Lessons are taught by trained staff during timetabled sessions once every two weeks, using a range of interactive and reflective activities that promote discussion, empathy and critical thinking. Topics are sequenced to ensure coverage of statutory Relationships, Sex and Health Education requirements, as well as key aspects of personal development such as mental health, online safety, diversity, and preparation for life beyond school. The curriculum is supported by high-quality resources and, where appropriate, input from external agencies to enhance pupils' understanding of real-world contexts. All lessons are taught within a safe and respectful environment, where students are encouraged to express their views and listen to others.

Impact

By the end of Key Stage 3, students can demonstrate greater self-awareness, confidence and respect for others. They understand how to maintain their physical and emotional wellbeing, build and sustain positive relationships, and contribute to their communities responsibly. The impact of PHRSE is evident in pupils' attitudes, engagement in discussions, and the way they apply their learning to everyday life. Through reflection and feedback, students show that they can make informed, ethical choices and are well-prepared to navigate the challenges of Key Stage 4 and beyond. PHRSE contributes meaningfully to the school's wider aims of developing well-rounded, compassionate and resilient young people.

Year 7: Term 1						
Health and Wellbeing		**Big Question 1: Who am I? How can I find out at KBA?** **Big Question 2: How can I keep myself and others safe and well?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Introduction to our School/What is PHRSE?	Students understand school values and personal goals.	Values, resilience, integrity, character, tenacity, bullying, diversity.	Health and wellbeing	English (communication skills)	Respect, Tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I be successful at secondary school?	Students understand strategies to approach secondary school positively, manage workload, and adapt to new routines	Success, organisation, resilience, time management, motivation	Health Education (wellbeing)	Study habits for all subjects	Responsibility, perseverance	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Why is CPR so important?	Students understand the importance of CPR, basic steps and emergency response	CPR, resuscitation, defibrillator, emergency	Health Education/ First Aid	Science (Circulatory system), PE (emergency response)	Responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What does personal safety mean?	Students understand what personal safety is, risks in different contexts (road, rail and water) and strategies to stay safe.	Personal safety, risk, boundaries, danger.	Health Education and safeguarding	PE (situational awareness)	Responsibility/self-awareness.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I stay healthy?	Students understand the importance of a balanced diet, exercise, and mental wellbeing.	Nutrition, exercise, hydration, sleep, mental health.	Health Education	Science (biology and nutrition), PE	Responsibility, self-care.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Could I improve my sleep?	Students understand why sleep is important both physically and emotionally and the factors that might prevent good quality sleep.	Circadian rhythm, REM, insomnia, sleepy cycle, scrolling, dopamine, reward loops.	Health Education	Science (biology)	Responsibility, self-care.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is puberty?	Students begin to understand the physical changes that happen to the body and brain during puberty.	Puberty, hormones, menstruation, personal hygiene.	Health Education/ Relationships	Science (biology), RS (personal development.	Self-awareness, empathy.	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 7: Term 2						
Relationships		**Big Question: How can I build positive relationships and contribute to a respectful community?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How can I be a good friend?	Students understand what makes a good friend, how to build and maintain friendships, and how to manage conflict. How to support a friend with change, loss or grief.	Friendship, empathy, trust, communication, respect	Relationships Education	English (communication), Drama (role play)	Respect, kindness, tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What role does a bystander play in bullying?	Students explore the impact of bullying, understand the role of a bystander, and learn strategies for safe intervention	Bullying, bystander, empathy, inclusion, support	Relationships & Health Education / Safeguarding	Computing (cyberbullying),	Courage, responsibility, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is community important?	Students recognise the value of belonging to a community and contributing positively	Community, belonging, respect, diversity, inclusion	Citizenship / Relationships Education	RS (community and belonging), History (diversity)	Respect, tolerance, community spirit	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can bias and stereotypes affect the way people are treated?	Students understand bias, prejudice, and stereotyping, and their impact on equality and relationships	Stereotype, prejudice, bias, discrimination, equality	Relationships & Equality Act 2010	History (civil rights), English (media bias), RS (values)	Equality, tolerance, justice	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How will puberty affect my emotions?	Students understand the emotional changes during puberty and strategies for emotional regulation	Puberty, hormones, emotions, self-esteem, resilience	Health Education	Science (human biology), PE	Self-awareness, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.

What is menstrual wellbeing?	Students understand menstruation, including what is an average menstrual cycle and period, menstrual wellbeing, and how to support others with empathy and understanding.	Menstruation, cycle, hygiene, wellbeing, empathy	Health Education / Relationships Education	Science (reproductive system), PE (wellbeing)	Empathy, understanding, self-care	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we recognise healthy and unhealthy relationships?	Students identify characteristics of healthy and unhealthy relationships and know where to seek help	Consent (in terms of permission to post content etc., respect, boundaries, abuse, trust	Relationships Education	English (literature on relationships)	Respect, safety, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is honour based violence? (Including age-appropriate content on Female Genital Mutilation)	Students understand what honour-based violence and FGM are, why they are illegal, and how to seek support safely	Honour-based violence, FGM, abuse, rights, support	Relationships & Sex Education / Safeguarding	History (human rights), RS (cultural sensitivity)	Respect, rule of law, human rights	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 7: Term 3						
Wider World		**Big Question: How can I make smart decisions in a world that wants me to spend money?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Careers: What do I enjoy?	Students explore their personal strengths, interests, and how these relate to future career choices	Careers, interests, skills, strengths, aspirations	Careers Education / Gatsby Benchmark 3	English (communication), Computing (research skills)	Self-awareness, ambition, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Click and pay: Phones and financial risk	Students understand digital payments, financial risks, and	Finance, scams, spending, digital payments, risk	Financial Education	Computing (online safety), Maths (budgeting)	Responsibility, self-control, rule of law	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	responsible spending using mobile devices					
Gaming, social media and algorithms: The pressure to spend online	Students understand how algorithms influence spending, advertising, and online behaviour. Gambling risks.	Algorithm, influence, consumer, digital footprint, persuasion	Online Media Literacy / Citizenship	Computing	Awareness, critical thinking, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Money matters: Seeking help and support	Students understand money management, budgeting, and how to seek support with financial issues	Budget, savings, debt, financial wellbeing, support	Citizenship / Financial Education	Maths (percentages, budgeting)	Responsibility, independence, self-management	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 8: Term 1						
Health and Wellbeing		**Big Question: How can I make positive choices to protect my health and wellbeing?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
What are the risks and consequences of alcohol?	Students understand short- and long-term effects of alcohol use, legal implications, and impact on decision making	Alcohol, addiction, units, liver, judgement	Health Education (Substance Misuse)	Science (body systems), PE (healthy lifestyles)	Responsibility, awareness, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the risks and consequences of taking drugs?	Students learn about the classification of drugs, risks of misuse, and law relating to possession and supply	Drugs, legal, illegal, classification, misuse, dependence	Health Education / Citizenship	Science (chemistry, body effects), Law (citizenship)	Respect for law, decision making	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Is an energy drink any worse than a cup of coffee?	Students explore caffeine, marketing, and health impacts of high-sugar, high-caffeine drinks	Caffeine, energy drinks, sugar, dehydration, heart rate	Health Education / Healthy Eating	Science (nutrition), Maths (data analysis)	Critical thinking, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the risks and consequences of vaping and smoking?	Substance Awareness Students learn health risks, addiction, and media influence linked to vaping and smoking. Includes risks of contaminated vapes.	Nicotine, addiction, vaping, smoking, tar, lung health, Spice	Health Education (Smoking & Vaping)	Science (respiratory system), Media Studies	Awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is mental health and why is it so important?	Students understand what mental health means, and recognise that it changes over time	Mental health, wellbeing, stigma, stress, resilience	Health Education (Mental Wellbeing)	Science (biology of stress), English (empathy in texts)	Respect, empathy, understanding difference	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we ensure we have good emotional wellbeing?	Students explore strategies to maintain positive mental health and recognise early signs of poor wellbeing	Wellbeing, balance, stress, mindfulness, resilience	Health Education (Mental Wellbeing)	PE (exercise), Art (expression)	Self-awareness, respect for self and others	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I get help and avoid unhealthy coping strategies?	Students identify unhealthy coping mechanisms and where to access support. Covering managing self-harm promotion, eating disorders and unhelpful online forums.	Coping, help-seeking, stigma, support, helpline	Health Education (Mental Wellbeing & Safety)	English (communication)	Empathy, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

What are healthy coping strategies?	Students explore and practise techniques such as mindfulness, journaling, and positive social connection	Coping, resilience, mindfulness, relaxation, gratitude	Health Education (Mental Wellbeing)	PE (physical activity), English (communication)	Wellbeing, resilience, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 8: Term 2						
Relationships		**Big Question 1: How can we create a more inclusive and respectful society?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How can we ensure our school is inclusive?	Students explore what inclusion means and how to create an environment where everyone feels valued and respected	Inclusion, diversity, respect, equality, belonging	Equality Act 2010 / Citizenship / RSE	English (communication)	Respect, tolerance, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is constructive disagreement?	Students understand the beliefs and values that guide their decisions. They understand why people may have different views and how to disagree respectfully.	Belief, value, constructive, respectful, sanctity, individual liberty.	RSE Respectful Relationships	Drama- role play.	Tolerance, respect, individual liberty.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why do we need to be aware of gender stereotypes?	Students explore how stereotypes limit opportunities and how to challenge them	Gender, stereotype, equality, prejudice, bias	RSE / Equality Act	English (media representation), Art (advertising)	Respect, equality, critical thinking	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the benefits and risks of online relationships?	Students explore how social media can be used in both beneficial and harmful ways and when and how to	Benefit, risk, social media, profile settings, privacy.	RSE Respectful relationships	Media, ICT	Respect, responsibility, rule of law	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	seek help and support.					
Sexual harassment	Students look at the harmful impact of sexual harassment and understand that impact matters more than intent. They explore support networks and understand the importance of reporting.	Harassment, unwanted, hurt, humiliated, compliment, objectify, objectification.	RSE Respectful Relationships	History, English, Media (objectification and portrayal of women in media)	Equality, respect, tolerance, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Sharing of images and consent	Students understand enthusiastic and free consent. They explore the social and legal consequences of image sharing, with and without consent and how to seek support.	Consent, freely, enthusiastic, pressure, persuasion manipulation.	RSE Respectful relationships, safeguarding.	Citizenship	Respect, rule of law, responsibility.	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 8: Term 3						
Wider World		**Big Question: How can I make informed choices about my future in a rapidly changing world?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Introduction to Unifrog	Students learn how to use Unifrog to explore careers, subjects, and skills. They understand how interests link to future pathways.	Careers, skills, interests, pathways, aspirations, profile	Careers Education / Gatsby Benchmarks	English (communication), Computing	Self-awareness, ambition, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Thinking ahead: How do I make my options	Students explore how GCSE options link to career choices, skills, and future study. They	Options, choices, GCSE, qualifications, decision-making	Careers Education / Gatsby Benchmark	Maths (logic), English (literacy	Responsibility, independence, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.

choices in Year 9?	learn to make informed decisions.					
Under the influence? How can we trust what we see online?	Students examine misinformation, influencers, bias, and online manipulation to develop critical thinking.	Misinformation, influence, bias, fake news, credibility	Online Media Literacy / Citizenship	English (critical reading), Computing (media)	Critical thinking, awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is an algorithm and how do they work?	Students understand what algorithms are, how they shape online experiences, and how to manage digital footprints.	Algorithm, data, recommendation, digital footprint, privacy	Computing / Media Literacy	Computing	Awareness, responsibility, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is democracy and how does voting work?	Students understand democracy, political representation, and the importance of voting in society.	Democracy, Parliament, government, vote, representation	Citizenship / British Values	History (civil rights), English (debate)	Democracy, rule of law, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 9: Term 1						
Health and Wellbeing		**Big Question 1: Why is managing my physical health so important?** **Big Question 2: How can I manage risks around me as I move into young adulthood?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Why is good quality sleep important and how can I ensure that I am getting enough of it?	Students explore the importance of sleep for physical and mental health, and strategies for improving sleep hygiene.	Sleep hygiene, routine, screen time, circadian rhythm, wellbeing	Health Education (Healthy Lifestyles)	Science (biology), PE (health)	Responsibility, self-care, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What influences our choices about	Students examine internal and external factors influencing diet and	Nutrition, exercise, metabolism, influence, body image	Health Education (Healthy Lifestyles)	Science (nutrition), PE (fitness)	Awareness, responsibility, self-discipline	Whiteboard bell task. Baseline assessment. Plenary Reflection.

diet and exercise?	exercise, including media and peer influence.					
What are the risks of alcohol and cannabis use?	Students learn about the physical, mental, and social risks of alcohol and cannabis use, and how to make safe choices.	Alcohol, cannabis, addiction, risk, peer pressure	Health Education (Drugs, Alcohol & Tobacco)	Science	Responsibility, awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the legal risks of substances?	Students understand UK drug classification, legal implications, and the impact of criminal records.	Legal, classification, possession, supply, offence	Citizenship / Health Education	Law	Rule of law, respect, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we keep ourselves from County Lines?	Students learn what County Lines is, how grooming and exploitation occur, and how to seek help or report concerns.	County Lines, exploitation, grooming, coercion, safeguarding	Statutory RSE (Online & Offline Safety)	Computing	Responsibility, awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What impact does knife crime have on individuals and communities?	Students learn the risks and realities of knife carrying, myths about 'protection', de-escalation and conflict resolution, impact on victims, families and communities. Including the risks of illegal behaviour online such as drug and knife supply.	Offensive weapon, possession, Joint Enterprise, Prosecute, Age of Criminal Responsibility.	Statutory RSE, Citizenship.	Law	Responsibility, accountability, awareness, safety.	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 9: Term 2						
Relationships		**Big Question: How can we build healthy, respectful and responsible relationships throughout our lives?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How do relationships change over our lifetime?	Students understand that relationships evolve over time — from friendships to adult partnerships — and recognise the qualities that sustain healthy relationships.	Relationships, trust, communication, respect, life stages	RSE (Families and Respectful Relationships)	Science (reproduction)	Respect, empathy, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What does it mean to be a family?	Students explore different family structures, roles, and the importance of stability, love and support within family life.	Family, structure, care, stability, diversity	RSE (Families)	Citizenship, Religious Studies	Tolerance, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we manage conflict in family relationships?	Students learn strategies for managing disagreements and resolving conflict safely and respectfully within family and friendship groups. Recap of FGM, hymenoplasty and virginity testing.	Conflict, mediation, communication, resolution, empathy	RSE (Respectful Relationships)	English (communication), Drama (role-play)	Respect, empathy, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are respectful relationship behaviours?	Students identify what makes a respectful relationship, including communication, equality, and mutual consent. Covers sexual	Respect, boundaries, consent, equality, communication	RSE (Respectful Relationships)	Citizenship	Respect, equality, self-control	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	harassment and domestic abuse.					
How do you ensure that someone has the freedom and capacity to consent?	Students learn the definition of consent, its legal implications, and the importance of ensuring both freedom and capacity in all relationships. Including drink spiking, statutory rape and relationship power imbalance.	Consent, coercion, law, capacity, boundaries	Statutory RSE (Consent & Law)	Citizenship (law)	Rule of law, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
The importance of contraception	Students introduced to contraception and the law around accessing it. Introduced to the Gillick competence and safeguarding responsibilities of healthcare professionals.	Contraception, STI, protection, pregnancy, clinic	Statutory RSE (Contraception & Reproductive Health)	Science (reproduction), Biology	Responsibility, respect, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is it important to know about sexual health?	Students learn about sexual health, STIs, testing, and where to get confidential support or treatment.	Sexual health, STIs, protection, confidentiality, clinic	Statutory RSE (Contraception & Reproductive Health)	Science (disease), Citizenship	Responsibility, self-care, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative assessment.

Year 9: Term 3						
Wider World		**Big Question 1: How can I identify the risks of the online world?** **Big Question 2: Am I ready for Year 10?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Lesson 1 and 2: Can I recognise the signs of online grooming? (Breck Bednar case study)	Students learn to recognise grooming behaviour online, understand risk factors, and know how to report concerns safely.	Grooming, exploitation, risk, online safety, reporting	Statutory RSE / Safeguarding	Citizenship, Computing	Responsibility, self-awareness, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is my digital footprint important?	Students understand what a digital footprint is, how online actions affect future opportunities, and strategies to manage it responsibly.	Digital footprint, privacy, reputation, social media, permanence	Online Safety / Computing	Citizenship, Computing	Responsibility, accountability, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Sextortion, online crime and spotting AI deepfake imagery.	Students learn about sextortion, online scams, AI-generated content, and strategies to identify and avoid online manipulation.	Sextortion, deepfake, fraud, AI, cybercrime	Online Safety / Safeguarding	Citizenship, Computing	Responsibility, critical thinking, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What skills will I need to be ready for Key Stage 4?	Students identify the skills (organisation, resilience, communication) needed to succeed in KS4 and strategies to develop them.	Organisation, resilience, communication, time management, self-motivation	Careers Education / Personal Development	English (communication)	Responsibility, resilience, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Is it too early to prepare for work experience?	Students understand the purpose of work experience, how to explore career	Work experience, career exploration, employability, transferable skills	Careers Education / Gatsby Benchmarks	English (CV writing), Computing	Ambition, responsibility, independence	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	opportunities, and begin planning for placements.					

Personal, Health, Relationship and Sex Education (PHRSE) Curriculum Map

Key Stage 4

Intent

At Key Stage 4, the PHRSE curriculum is designed to consolidate and extend pupils' personal, social and emotional development as they prepare for adult life. The curriculum provides structured opportunities for students to deepen their understanding of key themes within health and wellbeing, relationships, and living in the wider world. Through these areas of learning, students develop the knowledge, skills, and attributes needed to make informed decisions, manage risk, and respond confidently to the opportunities and challenges of modern society. Our intent is to ensure that all students are supported to build positive relationships, maintain physical and emotional wellbeing, and engage responsibly as members of their communities. PHRSE at Key Stage 4 underpins pupils' personal development and contributes to their preparation for further education, employment, and lifelong participation in society.

Implementation

PHRSE is delivered through a planned, sequenced curriculum taught by trained staff in dedicated timetabled lessons once every two weeks. Content is mapped against the statutory DfE guidance for Relationships, Sex and Health Education and is revisited and built upon progressively across the key stage. Lessons include a balance of discussion, reflection, and application to real-life contexts, ensuring learning is relevant and meaningful. The programme is supported by external agencies and resources where appropriate to enhance specialist knowledge and provide a range of perspectives. Sensitive and challenging topics are approached with care, ensuring a safe and respectful learning environment for all pupils.

Impact

By the end of Key Stage 4, students are able to demonstrate a secure understanding of how to maintain physical and mental health, manage relationships safely and respectfully, and make informed decisions about their future pathways. They develop increased self-awareness, resilience, and respect for others, which is evident in their conduct and contributions to school and community life. The impact of PSHE and RSE is monitored through pupil feedback, participation, and reflection, as well as through the wider culture of the school. Ultimately, students leave school equipped with the confidence, empathy, and practical understanding needed to thrive as responsible, healthy, and active citizens.

Year 10: Term 1						
Health and Wellbeing		**Big Question 1: How can I make safe and healthy choices when facing challenges and influences in my life?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
What challenges might I face as I move further into adolescence and KS4?	Students explore physical, emotional, and social changes during later adolescence and strategies to manage challenges.	Adolescence, stress, resilience, self-esteem, independence	Health Education / RSE	Science (puberty, biology), PSHE	Self-awareness, resilience, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we reframe	Students learn cognitive strategies	Cognitive reframing, mindfulness, coping	Health Education (Mental Wellbeing)	English (reflection), Drama (role-play)	Self-awareness, resilience, empathy	Whiteboard bell task.

negative thoughts?	to challenge negative thinking patterns and build resilience.	strategies, resilience, CBT				Baseline assessment. Plenary Reflection.
When is it important to get help for our mental health?	Students identify signs of poor mental health and understand how to access appropriate support, including crisis pathways.	Mental health, support, anxiety, depression, counselling, crisis.	Health Education / Safeguarding	Science (psychology)	Responsibility, self-care, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can we manage change, loss and grief?	Students develop strategies to cope with major life changes, bereavement, and grief.	Grief, loss, change, coping strategies, support networks, bereavement	Health Education / RSE	English (literature on loss)	Empathy, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.
County Lines: What makes some peole join gangs?	Students understand social, emotional, and economic factors that can lead to gang involvement.	County Lines, gangs, exploitation, coercion, vulnerability	Safeguarding / Citizenship	Citizenship, law, geography	Awareness, responsibility, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
County Lines: What are the risks and consequences of involvement with gangs?	Students identify the physical, legal, and social risks of gang involvement and criminal activity.	Risk, criminality, exploitation, legal consequences, vulnerability	Safeguarding / Health Education	Citizenship, law, geography	Rule of law, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
County Lines: Getting Out	Students explore strategies and support systems to safely leave gang involvement.	Exit strategies, support services, resilience, safeguarding	Safeguarding / Health Education	Citizenship, law	Resilience, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 10: Term 2						
Relationships		**Big Question: How can we build respectful relationships and challenge harmful influences in society?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
The role of intimacy and pleasure in consensual relationships	Students understand the role of intimacy and pleasure in healthy, consensual relationships and the importance of consent.	Consent, intimacy, pleasure, mutual respect, boundaries	Statutory RSE (Healthy Relationships, Consent)	Science (reproduction)	Respect, equality, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
The importance of contraception	Students explore information on contraception in further detail. They understand the use of contraception in the context of consent.	Barrier, hormonal, non-hormonal, conception, contraception.	Statutory RSE and health education.	Science	Respect, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is the impact of pornography?	Students explore the potential psychological, emotional, and social impacts of pornography and discuss healthy sexual attitudes. Including violence and non-fatal strangulation.	Pornography, media influence, expectations, relationships, consent	Statutory RSE (Relationships and Online Safety)	Computing	Critical thinking, awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How does misogyny in the media influence attitudes and relationships.	Students explore misogyny, harmful gender norms, incel culture, violence against women and girls and how online communities seek to influence young men.	Misogyny, incel, gender norms, VAWG, sexism, toxic masculinity, Monosphere.	Statutory RSE (Relationships and online safety.)	History (representation of women), law, citizenship.	Respect, equality, responsibility, self-awareness.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Pressure, persuasion and coercion	Students learn to recognise peer pressure, emotional	Pressure, persuasion,	Statutory RSE / Safeguarding	English	Responsibility, resilience, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	manipulation, and coercive behaviours, and strategies to respond safely. Consent including assault and rape.	coercion, boundaries, consent				
Managing relationship conflict and break ups	Students explore strategies to manage conflict, cope with breakups, and maintain emotional wellbeing. Including stalking and controlling behaviour and how to seek help.	Conflict, resolution, communication, empathy, emotional regulation	Statutory RSE / Health Education	English	Empathy, resilience, respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Valuing Diversity	Students understand the importance of respecting diversity in society, challenging prejudice, and promoting inclusion.	Diversity, equality, inclusion, discrimination, respect	Statutory RSE / Equality Act 2010	Citizenship, history	Tolerance, respect, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Understanding and Preventing Extremism	Students learn about extremism, signs of radicalisation, and how to prevent involvement or influence.	Extremism, radicalisation, ideology, influence, safeguarding	Statutory RSE / Citizenship / Prevent Duty	Citizenship, history	Rule of law, responsibility, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 10: Term 3						
Wider World		**Big Question: How can I make informed and responsible choices in a digital and financial world?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Making money online: Rights, risks and cryptocurrencies	Students explore online income opportunities, understand legal rights and risks, and learn about cryptocurrencies.	Cryptocurrency, digital payment, risk, scam, regulation	Careers Education / Financial Education	Computing, maths	Responsibility, awareness, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Wanna bet? Controlled and uncontrolled online spending	Students learn to distinguish between controlled and impulsive spending, and understand the harms of online gambling and in-app purchases.	Gambling, spending, budget, impulse, risk	Financial Education / Health Education	Computing, maths	Self-control, responsibility, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Financial exploitation online: Factors, strategies and support	Students identify online financial exploitation risks, how exploitation occurs, and strategies to protect themselves.	Exploitation, scam, fraud, risk, safeguarding	Safeguarding / Financial Education	Computing	Awareness, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the benefits and risks of using AI?	Students understand AI manipulation, misinformation, chatbot influence, synthetic relationships and explore ethical AI use.	Artificial Intelligence, Generative AI, Algorithm, Data, Machine Learning, Chatbot.	Safeguarding/Online safety	Computing	Awareness, responsibility, safety	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Work experience: Lesson 1: Am I ready? Lesson 2: What are professional standards?	Students evaluate their readiness for work experience, identifying skills, strengths, and	Work experience, readiness, employability, skills, self-assessment	Careers Education / Gatsby Benchmarks	Careers	Responsibility, independence, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection, Placement visit, work experience log, thank you letter.

	areas for development. Students understand workplace expectations, professional behaviour, and etiquette. Students explore the impact of social media and digital footprints on career opportunities, and how to build a positive online presence.	Professionalism, standards, behaviour, punctuality, responsibility Digital footprint, social media, professional presence, reputation				

Year 11: Term 1						
Health and Wellbeing		**Big Question 1: How can I prepare for life after Year 11?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How can I manage exam stress effectively?	Students learn strategies to manage stress during exams, including mindfulness, time management, and coping techniques.	Stress, anxiety, mindfulness, coping strategies, resilience	Health Education (Mental Wellbeing)	English (study skills), PE (exercise)	Self-awareness, resilience, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is important for me right now: self-guided research using Unifrog knowledge library.	Students independently explore career pathways, qualifications, and post-16 options using Unifrog, and reflect on personal goals. Students	Careers, aspirations, research, options, pathways	Careers Education / Gatsby Benchmarks	Computing	Independence, self-awareness, ambition	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	also have the opportunity to access support tools for any personal wellbeing goals.					
How do I access healthcare independently?	Students understand their rights to confidentiality, how to register for a GP and accessing specialist support. Urgent vs non-urgent support including self-care, first aid, pharmacy, GP, urgent care and A&E. Antibiotic resistance. Gillick competence covered.	GP, Accident and Emergency, triage, inpatient, outpatient, specialist, benign.	Health Education.	Science, Citizenship.	Self-care, responsibility, awareness.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Testicular cancer: Why is it important for us all to talk balls?	Students understand testicular cancer awareness, symptoms, early detection, and the importance of talking about men's health.	Testicular cancer, awareness, self-check, symptoms, early detection	Health Education (Physical Health)	Science, PE	Responsibility, awareness, self-care	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Breast cancer: Is it only women that need to know about breast cancer?	Students learn about breast cancer risks for all genders, self-examination, and early detection strategies.	Breast cancer, awareness, self-check, risk factors, early detection	Health Education (Physical Health)	Science, PE	Responsibility, awareness, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.
When are menstrual symptoms not normal?	Students learn about menstrual disorders, endometriosis, PCOS, menopause	Menstrual, endometriosis, PCOS, perimenopause, menopause.	Health Education. Statutory RSE.	Biology	Self-care, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	awareness and when to seek medical help.					
Why does my opinion on my health matter to everyone else?	Students explore the concept of herd immunity, public health, and the social responsibility of vaccination. Organ, blood and Stem Cell Donation.	Vaccination, herd immunity, public health, misinformation, responsibility	Health Education / Citizenship	Science, Citizenship	Responsibility, awareness, community	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 11: Term 2						
Relationships		**Big Question 1: How might my beliefs and values guide my choices about relationships and family life?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
What does a healthy relationship look and feel like.	Students explore strategies to manage disagreements, maintain communication, and resolve conflict in all types of relationships.	Conflict, communication, negotiation, empathy, resolution	Statutory RSE / Health Education	English	Respect, empathy, resilience	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is marriage and Civil Partnership?	Students understand the characteristics of healthy committed relationships, including trust, communication, mutual respect, and consent. Covers forced marriage, civil partnerships and marriage. Common law myths challenged.	Commitment, trust, respect, equality, boundaries	Statutory RSE (Healthy Relationships)	English, citizenship	Respect, equality, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.

What are the choices around sex and contraception?	Students understand the law around access to contraception, including the Gillick Competence. They know and understand the differences in forms of contraception and what should be considered in order to make informed decisions.	Gillick competence, barrier, hormonal, confidentiality, safeguarding.	Statutory RSE.	Biology, citizenship	Responsibility, respect, self care, rule of law.	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What should be considered before having a family.	Students learn about parenting responsibilities, including the first 5 years of a baby's life and crucial brain development.	Parenthood, brain development, neural connections,	Statutory RSE (Sexual Health)	Science, citizenship	Responsibility, self-awareness, awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What choices are there for unplanned pregnancies?	Students explore options available in cases of unplanned pregnancy and understand the legal and health considerations.	Unplanned pregnancy, adoption, abortion, parenthood, support services	Statutory RSE / Health Education	Science	Responsibility, awareness, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection, summative assessment.
What does the law say about pregnancy and STIs?	Students learn about the law in relation to pregnancy, abortion and STIs.	Abortion, consent, law, health services, ethics	Statutory RSE (Sexual Health & Legal Rights)	Citizenship	Awareness, responsibility, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Personal, Health, Relationship and Sex Education (PHRSE) Curriculum Map

Key Stage 5

Intent

At Key Stage 5, the PHRSE curriculum is designed to prepare students for the opportunities, responsibilities and challenges of adult life beyond school. The curriculum builds upon prior learning and provides students with the knowledge, skills and confidence needed to thrive in higher education, employment, relationships and wider society. Through the key themes of health and wellbeing, relationships, and living in the wider world, students develop greater independence, resilience and self-awareness as they transition into adulthood.

Our intent is to ensure that all students are equipped to make informed decisions about their physical and mental health, manage relationships responsibly and respectfully, and navigate the increasing demands of modern society. PHRSE at Key Stage 5 supports students in understanding financial responsibility, employability, personal safety, equality and diversity, and their role within local, national and global communities. The curriculum underpins personal development and ensures students are prepared for future education, careers and lifelong participation in society as confident, responsible and reflective individuals.

Implementation

PHRSE is delivered through a planned and sequenced curriculum taught by trained staff through dedicated timetabled sessions and enrichment opportunities across the academic year. Content is carefully mapped to statutory Relationships, Sex and Health Education guidance alongside the broader personal development needs of sixth form students. Learning revisits and extends prior knowledge while addressing the increasingly complex issues faced by young adults.

Lessons include discussion, debate, reflection and real-life application, enabling students to engage critically with contemporary issues and develop practical life skills. Topics include mental health and wellbeing, healthy relationships, consent, sexual health, financial literacy, employability, independent living, online safety and preparing for university, apprenticeships and the workplace. External speakers, employers, universities and specialist agencies are used where appropriate to provide expertise and wider perspectives. Sensitive topics are delivered within a safe, respectful and inclusive environment where students feel supported to engage thoughtfully and maturely.

Impact

By the end of Key Stage 5, students demonstrate the knowledge, confidence and practical understanding needed to succeed in adult life. They are able to make informed choices about their health, wellbeing, relationships and future pathways, while showing increased independence, resilience and emotional maturity. Students develop the skills needed to communicate effectively, think critically and engage positively within diverse communities and workplaces.

The impact of PHRSE is reflected through student voice, participation, reflection and the wider culture of the sixth form, including students' readiness for further education, employment and training. Ultimately, students leave Key Stage 5 equipped to thrive in society as healthy, respectful, financially aware and socially responsible young adults who are prepared for the next stage of their lives.

Year 12: Term 1						
Health and Wellbeing		**Big Question : How can I thrive in Sixth Form?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How can I thrive in Year 12?	Students understand strategies for successful transition to sixth form, including organisation, resilience, independence, and study-life balance.	Resilience, independence, time management, wellbeing, aspirations	Health education, mental wellbeing, careers guidance	Study skills, Psychology, Careers Education	Individual liberty, resilience, responsibility, self-reflection	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What does good mental health look like?	Students can identify characteristics of positive mental health and recognise ways to maintain emotional wellbeing.	Wellbeing, coping strategies, self-care, stress, emotional health	Mental wellbeing and health education guidance	Psychology, Biology, Health & Social Care	Respect, empathy, self-awareness, social responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
When are where can I get support for my mental health?	Students know how and when to seek support for mental health concerns and can identify trusted sources of help.	Support services, counselling, safeguarding, stigma, intervention	Safeguarding, mental health and wellbeing guidance	Health & Social Care, Citizenship	Mutual respect, individual liberty, seeking support appropriately	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What is personal safety on a night out?	Students understand strategies to stay safe in social situations, including risk awareness, consent, and emergency planning.	Consent, vulnerability, risk assessment, spiking, bystander	Relationships education, safeguarding, personal safety	Criminology, Citizenship	Rule of law, mutual respect, personal responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.
How can I stay safe when travelling?	Students understand how to stay safe when	Travel safety, laws, culture, emergency contacts, insurance	Health and safety, safeguarding, personal safety	Geography, Languages, Citizenship	Tolerance, cultural awareness, responsibility, individual liberty	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	travelling, including awareness of laws, culture, health, and emergency procedures.					
How will I manage my health independently?	Students understand how to access healthcare services, book appointments, manage prescriptions, and make informed health decisions independently.	NHS, prescription, consent, screening, healthcare services	Health education and preparing for adult life	Health & Social Care, Biology	Responsibility, independence, informed choices	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are the risks of drugs and alcohol?	Students understand the physical, emotional, social, and legal risks associated with substance misuse.	Addiction, dependency, intoxication, peer pressure, substance misuse	Drug, alcohol and health education guidance	Science, Health & Social Care, Criminology	Rule of law, informed choices, personal responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What does good driving look like?	Students understand safe and responsible driving behaviours, including awareness of distractions, substances, and road safety.	Hazard perception, distractions, responsibility, impairment, road safety	Road safety and health education guidance	Physics, Citizenship	Rule of law, responsibility, respect for safety of others	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 12: Term 2						
Relationships		**Big Question1: What does a healthy relationship feel like?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
What is a healthy relationship and how can you spot coercive control?	Understand features of positive relationships and recognise characteristics of healthy and unhealthy relationships; explore expectations and boundaries within different relationship types.	Healthy relationship, boundary, commitment, intimacy, friendship, family, respect, communication coercive	Relationships Education – Respectful Relationships; Families and Close Positive Relationships	Sociology, Psychology, Health & Social Care	Mutual respect, tolerance, individual liberty, empathy	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Consent Matters: Ethics, Law and Accountability	Understand the legal and ethical meaning of consent; challenge myths and stereotypes about sexual behaviour; recognise the importance of communication and respect.	Consent, coercion, communication, autonomy, stereotypes, sexual norms, capacity	Relationships and Sex Education – Intimate and Sexual Relationships, Including Sexual Health	Sociology, Law, Psychology	Respect, responsibility, individual liberty, equality	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Communicating wants and needs in a relationship.	To learn how to effectively assert wants and needs and how to identify and respond to risky situations, including unhealthy relationships, and	Consent, legislation, human rights, culture, equality, autonomy, safeguarding	Relationships Education; Citizenship; Equality and Human Rights	Oracy, Law, Psychology	Tolerance, mutual respect, understanding diversity, democracy	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	unsafe encounters and situations.					
Unwanted, inappropriate and illegal behaviours.	Identify signs of controlling and coercive behaviour; understand the impact on individuals and relationships; know how to seek support and help others.	Coercive control, manipulation, isolation, intimidation, power imbalance, abuse, safeguarding	Relationships Education – Respectful Relationships and Online Relationships; Safeguarding	Psychology, Criminology, Health & Social Care	Respect, responsibility, protecting vulnerable people	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Sexual Health: Reducing Risk	To promote understanding of contraception and sexual health services, focusing on how to access these services independently and maintain sexual health	Contraception Sexual Health Dual Protection	Relationships	Biology, citizenship	Mutual respect, self-awareness, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Sexual Health: Testing and Treatment	To recognise symptoms of STIs and where to seek support. To explore different forms of treatment and how to communicate effectively if diagnosed with an STI.	Sexually Transmitted Infection U=U PrEP Chlamydia Gonorrhoea Syphilis	Relationships Education	Health and Social Care, Science, Citizenship, Law.	Mutual respect, tolerance, equality, rule of law	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Year 12: Term 3						
Wider World		**Big Question 1: How can I achieve my dreams?** **Big Question 2: How are the risks and benefits of new technology?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Goals and ambitions.	Identify personal strengths, interests and aspirations; set realistic short-, medium- and long-term goals; understand the importance of resilience and adaptability when pursuing ambitions.	Aspirations, ambition, goals, target setting, resilience, motivation, transferable skills, progression	Living in the Wider World – Careers and Future Pathways	Careers, Business Studies, Tutor Programme	Self-reflection, aspiration, individual liberty, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Alternatives to university.	Explore a range of post-18 pathways; understand the benefits and challenges of apprenticeships, employment, training and higher technical qualifications; make informed decisions about future routes.	Apprenticeship, traineeship, T Level, higher education, employment, vocational qualification, progression pathway	Gatsby Benchmarks; Careers Guidance Statutory Guidance	Careers, Business Studies, Economics	Individual liberty, informed decision-making, aspiration	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Preparation for the workplace and how to build a CV including part time jobs.	Understand employer expectations; identify employability skills; create or refine a professional CV; recognise how to present skills and experiences effectively.	Employability, CV, application, transferable skills, references, work experience, professionalism	Living in the Wider World – Employability	English, Business Studies, Careers	Responsibility, self-improvement, aspiration	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Careers.	Explore career pathways linked to interests and	Career pathway, labour market information (LMI),	Gatsby Benchmarks; Careers Education Guidance	Careers, Economics, Subject-specific links	Aspiration, responsibility, individual liberty	Whiteboard bell task. Baseline assessment. Plenary Reflection.

	qualifications; understand labour market information; identify actions needed to achieve career goals.	qualifications, progression, employability, networking				
Online reputation and networking.	Understand how online activity can affect future opportunities; develop strategies for managing a positive digital footprint; recognise the value of professional networking.	Digital footprint, online reputation, networking, professional profile, social media, employability, privacy settings	Relationships Education – Online Relationships; Living in the Wider World	ICT, Careers, Business Studies	Responsibility, respect, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Critical media literacy.	Evaluate the reliability and credibility of media sources; recognise misinformation, disinformation and bias; develop critical thinking skills when consuming media.	Media literacy, misinformation, disinformation, bias, source evaluation, fact-checking, algorithm	Relationships Education – Online Media; Citizenship	English, Media Studies, Politics	Democracy, informed participation, critical thinking	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Photoshop and AI	Understand how digital tools can manipulate images and information; explore the impact of AI-generated content on perceptions and decision-making; recognise ethical considerations surrounding emerging technologies.	Artificial intelligence, image manipulation, deepfake, authenticity, digital editing, ethics, misinformation	Relationships Education – Online Media; Digital Safety	ICT, Computer Science, Art, Media Studies	Critical thinking, responsibility, informed decision-making	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Extremism and Radicalisation.	Understand the signs and risks of radicalisation; recognise how extremist groups may influence individuals online and offline; know how to seek support and report concerns.	Extremism, radicalisation, ideology, propaganda, grooming, vulnerability, PREVENT, safeguarding	Keeping Children Safe in Education; PREVENT Duty; Relationships Education	Citizenship, Politics, Religious Studies, History	Democracy, rule of law, mutual respect, tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

Year 13: Term 1						
Health and Wellbeing		**Big Question 1: What does self-care look like as an adult?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
How can I navigate the ups and downs of life?	Students develop strategies to manage change, setbacks, uncertainty, and emotional challenges as they prepare for adulthood and future pathways.	Resilience, coping strategies, stress management, wellbeing, adaptability	Mental wellbeing and health education guidance	Psychology, Health & Social Care	Resilience, self-awareness, responsibility, emotional maturity	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Why is there so much pressure on body image today?	Students explore the impact of media, social media, and society on body image and develop strategies for maintaining positive self-esteem. Including pressures around sunbeds and cosmetic procedures.	Body image, self-esteem, stereotypes, social media, comparison	Mental wellbeing, online safety, health education	Media Studies, Psychology, Sociology	Mutual respect, tolerance, individuality, self-respect	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How do I recognise when	Students can recognise signs of physical and mental	Symptoms, prevention, diagnosis, treatment,	Health education and NHS health guidance	Biology, Health & Social Care	Self-awareness, responsibility for health, respect for others	Whiteboard bell task. Baseline assessment. Plenary Reflection.

I need help for ill health?	ill health, including illnesses that commonly affect young people such as freshers' flu and meningitis, and understand when professional medical support may be needed.	vaccination, meningitis, infection, wellbeing				
How can I eat well on a time and cost budget?	Students learn how to maintain a balanced diet while managing time, budgeting, and independent living responsipbilities.	Nutrition, budgeting, balanced diet, meal planning, lifestyle	Health and wellbeing education	Food Preparation & Nutrition, Maths	Responsibility, healthy lifestyles, decision-making	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How do I carry out a self-examination?	Students understand the importance of self-examinations, recognise warning signs for health concerns, and know when to seek medical advice. A focus on testicular and breast cancer.	Self-examination, symptoms, screening, prevention, early detection	Health education and cancer awareness guidance	Biology, Health & Social Care	Responsibility for health, self-awareness, wellbeing	Whiteboard bell task. Baseline assessment. Plenary Reflection.
How can I take care of my sexual health?	Students understand how to maintain sexual health, access support and contraception, and make informed, respectful relationship choices.	Contraception, consent, STI, sexual health, protection	Relationships and sex education guidance	Biology, Health & Social Care	Biology, Health & Social Care	Whiteboard bell task. Baseline assessment. Plenary Reflection.
What are my options if I want to have children?	Students explore fertility, pregnancy, parenting, adoption, and alternative	Fertility, pregnancy, adoption, IVF, parenting	Relationships and health education guidance	Biology, Sociology, Health & Social Care	Respect, informed choices, tolerance of different family structures	Whiteboard bell task. Baseline assessment. Plenary Reflection. Summative Assessment.

	pathways to parenthood to support informed future choices.					

Year 13 2026/2027 will cover the Year 12 Relationships Unit of Work to ensure they have the key information regarding consent, harassment and sexual health.

Year 13: Term 2a						
Relationships		**Big Question 1: Why do some relationships help us thrive while others can hold us back?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Importance of family and friends	Understand the role of supportive relationships in wellbeing; recognise how relationships change throughout life; identify characteristics of healthy support networks; appreciate the value of maintaining positive connections.	Support network, belonging, trust, communication, resilience, empathy, healthy relationships, social connection	Relationships Education – Families and Respectful Relationships; Health Education – Mental Wellbeing	Sociology, Psychology, Health & Social Care	Mutual respect, empathy, responsibility, self-awareness	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Online dating and safety	Understand the opportunities and risks associated with online dating; recognise warning signs of scams, catfishing and exploitation; develop strategies for staying safe online and when meeting people in person.	Online dating, catfishing, digital footprint, identity verification, exploitation, grooming, personal safety, privacy	Relationships Education – Online Relationships and Safety; Safeguarding Guidance	ICT, Criminology, Psychology	Responsibility, individual liberty, respect, informed decision-making	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Dealing with breakups	Understand emotional	Grief, loss, resilience, coping	Health Education – Mental Wellbeing;	Psychology, Health & Social Care	Self-awareness, resilience, empathy, respect for others	Whiteboard bell task.

	responses to relationship endings; develop healthy coping strategies; recognise when additional support may be needed; build resilience and emotional literacy.	strategies, emotional wellbeing, self-esteem, support, recovery	Relationships Education			Baseline assessment. Plenary Reflection.
Avoiding toxic friendships	Identify characteristics of healthy and unhealthy friendships; recognise manipulation, peer pressure and controlling behaviours; develop assertiveness skills and strategies for maintaining positive boundaries.	Toxic friendship, manipulation, peer pressure, coercion, boundaries, assertiveness, respect, self-worth	Relationships Education – Respectful Relationships; Safeguarding	Psychology, Sociology, Health & Social Care	Mutual respect, responsibility, individual liberty	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Consent and boundaries	Understand the principles of consent in all relationships; recognise the importance of personal boundaries; develop confidence in communicating and respecting boundaries; understand legal and ethical responsibilities.	Consent, boundaries, autonomy, communication, coercion, capacity, mutual respect, healthy relationships	Relationships and Sex Education – Intimate and Sexual Relationships Including Sexual Health	Law, Sociology, Psychology	Individual liberty, mutual respect, rule of law, responsibility	Whiteboard bell task. Baseline assessment. Plenary Reflection, summative assessment.

Year 13: Term 2b						
Wider World		**Big Question 1: How can I navigate the opportunities and challenges of work and financial independence?**				
Topic	**Key Outcomes**	**Key Vocabulary**	**Statutory Links**	**Cross-Curricular Links**	**SMSC/British Values**	**Assessment/Reflection**
Professional conduct in the workplace.	Understand expectations of professional behaviour in different workplace settings; recognise the importance of communication, reliability and accountability; develop strategies for maintaining a positive professional reputation; prepare for transition into employment or higher education.	Professionalism, accountability, workplace etiquette, communication, punctuality, integrity, teamwork, reputation	Living in the Wider World – Employability and Careers Education	Business Studies, Careers, English	Responsibility, mutual respect, self-discipline, aspiration	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Bullying and harassment in the workplace.	Recognise different forms of workplace bullying and harassment; understand legal protections and reporting procedures; develop strategies for responding to inappropriate behaviour; know where to access support.	Bullying, harassment, discrimination, victimisation, Equality Act, grievance, reporting procedures, workplace rights	Relationships Education; Equality Act 2010; Health and Safety at Work principles	Law, Business Studies, Sociology, Health & Social Care	Rule of law, mutual respect, equality, tolerance	Whiteboard bell task. Baseline assessment. Plenary Reflection.

Managing money.	Develop budgeting and financial planning skills; understand income, expenditure and saving; recognise the importance of financial responsibility and independence; prepare for managing finances after education.	Budgeting, income, expenditure, savings, financial planning, direct debit, emergency fund, financial wellbeing	Living in the Wider World – Financial Decision-Making	Mathematics, Business Studies, Economics	Responsibility, self-management, informed decision-making	Whiteboard bell task. Baseline assessment. Plenary Reflection.
Financial choices.	Evaluate different financial products and services; understand borrowing, credit and debt; assess financial risks and opportunities; make informed consumer decisions.	Credit, debt, interest, loan, mortgage, overdraft, credit score, financial risk	Living in the Wider World – Economic Wellbeing and Financial Capability	Mathematics, Economics, Business Studies	Individual liberty, responsibility, informed decision-making	Whiteboard bell task. Baseline assessment. Plenary Reflection, summative assessment.