New Line Learning Academy
Believe and Achieve

PSHE Curriculum Intent	Year 10

The New Line Learning Academy PSHE (Personal, Social, Health and Economic education) curriculum is designed in line with the PSHE Association's 2026 model to provide a broad, progressive and carefully sequenced programme that equips students with the knowledge, skills and attributes they need to thrive in modern life.

The intent of our curriculum is to broaden students' understanding of themselves, others and the world beyond their immediate experience. Many of our students have limited prior knowledge of wider society, different lifestyles, and the complex choices they will face as they grow. PSHE therefore plays a vital role in closing this gap by explicitly teaching the essential knowledge that underpins personal safety, wellbeing, relationships, citizenship, and economic understanding.

This subject is intentionally wide-ranging. It covers physical and mental health, relationships and families, digital literacy, financial capability, careers, and preparation for life in modern Britain and a global society. Through this broad scope, students are supported to explore ideas, challenge misconceptions, and develop a secure understanding of how to navigate an increasingly complex world.

Our aim is to enrich students' lives by providing structured opportunities for discovery, reflection, and discussion. The curriculum is designed to enable students to make informed, responsible and safe choices, both now and in the future. It also seeks to build confidence, resilience, empathy and respect, ensuring students are prepared not only for further education and employment, but also for life as informed, active and thoughtful individuals.

Ultimately, our PSHE programme ensures that all students, regardless of starting point, are given the knowledge and cultural capital they need to understand the world around them, engage with it positively, and access the full range of opportunities available to them.

Term 1
Enquiry

Drugs and Personal Safety

Big Picture
What are the main ideas and big questions in this topic?

This enquiry develops students' understanding of drugs, personal safety and risk management as they become increasingly independent both within school and beyond. Building upon previous learning about health, wellbeing and substance education, students explore how informed decision-making, resilience and safeguarding help protect individuals from harm whilst supporting positive physical, emotional and social wellbeing.

This enquiry develops students' understanding of drugs,

Throughout the enquiry, students investigate the physical, psychological, legal and social consequences of substance use alongside the risks associated with criminal exploitation, gangs and unsafe situations. They develop the confidence to assess risk, resist negative influence and access appropriate support when required. By the end of the enquiry, students understand that personal safety is underpinned by critical thinking, responsible decision-making and the ability to recognise and respond appropriately to situations that place themselves or others at risk.	personal safety and risk management as they become increasingly independent both within school and beyond. Building upon previous learning about health, wellbeing and substance education, students explore how informed decision-making, resilience and safeguarding help protect individuals from harm whilst supporting positive physical, emotional and

	social wellbeing. Throughout the enquiry, students investigate the physical, psychological, legal and social consequences of substance use alongside the risks associated with criminal exploitation, gangs and unsafe situations. They develop the confidence to assess risk, resist negative influence and access appropriate support when required. By the end of the enquiry,

	students understand that personal safety is underpinned by critical thinking, responsible decision-making and the ability to recognise and respond appropriately to situations that place themselves or others at risk.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by developing a secure understanding of drugs and substances, recognising that drugs include medicines, legal substances and illegal substances, each of which can have different effects on physical health, mental wellbeing and behaviour. They investigate why people may choose to use substances whilst recognising that decisions are influenced by a complex combination of personal, social and environmental factors.

Throughout this enquiry, students explore questions including:

- What is the difference between medicines, legal drugs and illegal drugs?
- How do drugs affect physical health, mental wellbeing and decision-making?
- Why do people engage in risk-taking behaviours?
- How can peer pressure, gangs and criminal exploitation influence young people?
- How can I assess and manage personal risk?
- What are the legal consequences of substance misuse and criminal activity?
- How can I recognise unsafe situations and respond confidently?

New Line Learning Academy
Believe and Achieve

- Where can I access support for myself or others?

Students investigate the short-term and long-term effects of alcohol, vaping, tobacco and illegal drugs on the body and brain, recognising how substance use can affect judgement, relationships, education and future opportunities. They develop an understanding of dependency, addiction and the wider consequences that substance misuse can have upon individuals, families and communities.

The enquiry then explores influence, exploitation and safeguarding. Students investigate how peer pressure, gangs, county lines, coercion and criminal exploitation place young people at increased risk. Through realistic case studies, they develop strategies for recognising manipulation, resisting pressure and accessing trusted sources of help before situations escalate. Students also investigate personal safety in a wider context, considering how to remain safe in different environments, recognise unsafe situations, establish personal boundaries and respond appropriately when faced with risk. They evaluate practical strategies for keeping themselves and others safe both online and offline.

Finally, students explore the legal framework surrounding drugs and criminal behaviour, recognising how laws exist to protect individuals and society. They consider how criminal records, substance misuse and unsafe decision-making can affect education, employment and future aspirations, reinforcing the importance of informed, responsible choices.

Substantive knowledge is explicitly developed through students' understanding of drugs, medicines, alcohol, vaping, addiction, dependency, criminal exploitation, county lines, gangs, safeguarding, coercion, risk assessment, personal safety, legal consequences, resilience, support services and responsible decision-making. Disciplinary knowledge develops as students evaluate realistic scenarios, assess levels of risk, analyse external influences, interpret safeguarding situations and justify informed decisions using evidence. Through discussion, case studies, safeguarding scenarios and reflective activities, students strengthen their ability to think critically, manage risk and apply strategies that promote lifelong health, safety and wellbeing.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including substance misuse, dependency, addiction, county lines, exploitation, coercion, safeguarding, vulnerability, resilience, peer pressure, risk assessment, consent, criminal responsibility, intervention, harm reduction and protective factors.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*

New Line Learning Academy
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Students build upon their Key Stage 3 learning about healthy lifestyles, drugs education, managing risk, emotional wellbeing, safeguarding and responsible decision-making. Previous enquiries have developed students' understanding of peer influence, resilience, healthy relationships, online safety and recognising unsafe situations. Students also bring increasing maturity in evaluating consequences, recognising external influences and seeking support appropriately when faced with challenging situations.	Students move beyond recognising the dangers associated with drugs and risk-taking by critically evaluating increasingly complex situations involving substance misuse, criminal exploitation, peer influence and safeguarding. They compare different viewpoints, justify decisions using evidence and reflect upon the wider consequences that choices can have upon health, education, employment and future aspirations. Students develop increasing confidence in applying risk assessment, challenging misconceptions and making informed decisions that prioritise safety and wellbeing.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides essential foundations for future learning about mental health, healthy relationships, safeguarding, financial exploitation, employment, independent living and adult responsibilities. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for increasing independence, further education and the world of work. The enquiry reinforces the importance of resilience, critical thinking and responsible decision-making in promoting lifelong health, safety and wellbeing.	Students deepen their understanding by exploring ideas from biology, psychology, sociology, criminology, law and public health. They investigate how substances affect the developing brain and nervous system, how addiction develops over time and why some individuals are more vulnerable to exploitation than others. Students also explore the role of the criminal justice system, safeguarding agencies, healthcare professionals and public health campaigns in preventing harm, reducing substance misuse and protecting vulnerable individuals. Through understanding the wider social, economic and legal context, students recognise that personal safety is shaped by both individual choices and wider societal influences.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Students reflect upon personal responsibility, integrity and resilience, recognising that the decisions they make today influence their future health, wellbeing and aspirations. They consider how self-awareness and positive values support safe and responsible choices. Students develop empathy by recognising the impact that substance misuse, exploitation and criminal behaviour have upon individuals, families and communities. They explore responsibility, safeguarding and justice whilst considering how society works collectively to reduce harm and support vulnerable people. This enquiry strengthens links with Science through the effects of drugs on body systems and the brain, Citizenship through the law, criminal justice and safeguarding, Psychology through addiction, behaviour and decision-making, Religion and Worldviews through ethics and responsibility, and PE through healthy lifestyles and physical wellbeing.	

New Line Learning Academy
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Skills Builder: Teamwork, Leadership and Adapting
Students develop Teamwork by evaluating realistic risk scenarios, leadership by promoting safe choices and supporting others appropriately, and adapting by developing confidence to resist pressure and respond positively to challenging situations.

Careers: Police Officer, Paramedic and Substance Misuse Practitioner
Students explore how professionals protect communities, respond to emergencies and support individuals affected by substance misuse and exploitation. These careers demonstrate the importance of communication, safeguarding, ethical judgement and evidence-based decision-making in protecting health and wellbeing.

Life Beyond School: Students apply their learning every day as they experience increasing independence, social opportunities and personal responsibility. They develop practical strategies for recognising exploitation, managing risk, resisting pressure and accessing support, preparing them to make safe, informed decisions throughout further education, employment and adult life.

Transferable Skills: Students strengthen critical thinking, resilience, communication, risk assessment, ethical reasoning and decision-making. They develop the confidence to evaluate situations carefully, recognise safeguarding concerns, challenge harmful influences and make responsible choices that protect both themselves and others.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Drugs, alcohol and personal safety resources. • Talk to FRANK – Drug education, facts and support. • NHS – Substance misuse, addiction and health information. • NSPCC – Safeguarding and recognising exploitation. • The Children's Society – County lines and child criminal exploitation resources. • Youth Endowment Fund – Violence prevention and keeping young people safe. • Teacher modelling, safeguarding case studies, scenario-based learning, public health campaigns and structured discussions. • Knowledge organisers, retrieval practice and reflective decision-making activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of drugs, personal safety and safeguarding, and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, safeguarding scenarios, case studies, role-play, retrieval practice, collaborative enquiry and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate risk critically, challenge misconceptions and apply their learning to increasingly complex situations involving substance misuse, exploitation and personal safety. As students' progress through the enquiry, they demonstrate increasing confidence in recognising risk, accessing

New Line Learning Academy
Believe and Achieve

	support and making informed decisions that promote lifelong health, safety and wellbeing. 50% Substantive Knowledge: Students demonstrate secure understanding of drugs, addiction, dependency, criminal exploitation, county lines, safeguarding, personal safety, legal consequences, support services and the physical, psychological and social factors that influence risk-taking behaviour. 50% Disciplinary Knowledge: Students apply their understanding by evaluating realistic safeguarding scenarios, assessing levels of risk, interpreting evidence, analysing external influences and justifying informed decisions using evidence and ethical reasoning. They demonstrate increasing confidence in recognising exploitation, applying safeguarding strategies and making responsible decisions that protect themselves and others.

Term 2 Enquiry		**Navigating the Online World**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry develops students' understanding of the opportunities, challenges and responsibilities associated with living in an increasingly digital world. Building upon previous learning about online safety and digital citizenship, students investigate how emerging technologies such as artificial intelligence, algorithms and deepfakes are transforming communication, information and decision-making.

Throughout the enquiry, students critically evaluate how digital technologies influence beliefs, relationships and wellbeing whilst developing the skills to navigate online spaces safely, ethically and responsibly. They explore misinformation, digital footprints, privacy and online behaviour, recognising that informed digital citizens question information rather than accepting it at face value. By the end of the enquiry, students understand that digital literacy, critical thinking and responsible online participation are essential skills for education, employment and modern life.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

New Line Learning Academy
Believe and Achieve

Students begin by exploring how the internet functions as a global network that connects people, information and services across the world. They investigate how digital technologies influence communication, learning, entertainment and commerce whilst recognising that online environments are carefully designed to shape behaviour and engagement.

Throughout this enquiry, students explore questions including:

- How does the internet influence modern society?
- How can I critically evaluate online information?
- What role do artificial intelligence and algorithms play online?
- How can I recognise misinformation, deepfakes and manipulated media?
- Why is protecting my digital identity important?
- How do online platforms influence my behaviour and wellbeing?
- What responsibilities do I have as a digital citizen?
- How can I contribute positively to an increasingly digital world?

Students investigate online communication, digital identity and privacy, recognising that digital footprints are permanent and that personal information has significant value. They explore how organisations collect and use data, developing an understanding of cookies, profiling, targeted advertising and the importance of managing privacy settings responsibly. The enquiry then develops students' media literacy by examining misinformation, fake news, bias, manipulated content and deepfake technology. Students learn to evaluate sources critically, compare evidence, identify persuasive techniques and recognise how algorithms influence the information they encounter. They develop increasingly sophisticated critical thinking skills that enable them to distinguish between reliable information, opinion and deliberate manipulation.

Students also investigate the psychology of online behaviour, exploring how notifications, likes, social comparison and persuasive design influence emotions, behaviour and decision-making. They consider the relationship between screen use, wellbeing and mental health, developing practical strategies for maintaining healthy digital habits and balancing online and offline life. As the enquiry progresses, students examine the ethical implications of emerging technologies including artificial intelligence, surveillance, privacy and digital responsibility. They reflect upon how technological innovation creates both opportunities and challenges whilst recognising the importance of responsible participation within online communities.

Substantive knowledge is explicitly developed through students' understanding of artificial intelligence, algorithms, digital identity, digital footprint, privacy, cookies, misinformation, disinformation, deepfakes, media literacy, cyber security, online wellbeing, data protection, digital citizenship, ethics and responsible online behaviour. Disciplinary knowledge develops as students evaluate online information, analyse digital content, interpret data, compare sources, identify manipulation and justify informed decisions using evidence. Through media analysis, debate, case studies and realistic scenarios, students strengthen their ability to think critically, evaluate competing viewpoints and apply responsible decision-making within increasingly complex digital environments.

New Line Learning Academy
Believe and Achieve

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including algorithm, artificial intelligence, deepfake, misinformation, disinformation, digital footprint, digital identity, profiling, cookies, cyber security, media literacy, online reputation, privacy, surveillance, digital citizenship and ethical technology.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their previous learning about online safety, digital citizenship, media literacy, healthy relationships, safeguarding and responsible decision-making developed throughout Key Stage 3. They already understand the importance of protecting personal information, communicating respectfully online and recognising digital risk. This enquiry extends that understanding by introducing more sophisticated concepts including artificial intelligence, algorithmic influence, digital ethics and critical evaluation of online information.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising online risks by critically evaluating increasingly complex digital environments involving artificial intelligence, misinformation, manipulated media and ethical dilemmas. They compare evidence from multiple sources, justify decisions using critical reasoning and reflect upon how technology influences behaviour, democracy and society. Students are encouraged to become thoughtful digital citizens who question information, challenge harmful content and participate responsibly within online communities.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides important foundations for future learning about financial fraud, employment, higher education, digital professionalism, artificial intelligence and responsible citizenship. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for further education, employment and life within an increasingly digital society. The enquiry reinforces the importance of critical thinking, adaptability and lifelong digital literacy in a rapidly changing technological world.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from computer science, psychology, media studies, sociology, law and ethics. They investigate how algorithms shape online experiences, how artificial intelligence generates and recommends content, and how businesses use personal data to influence consumer behaviour. Students explore the psychology of online engagement, including social comparison, confirmation bias and persuasive design, whilst considering the ethical questions surrounding privacy, surveillance, freedom of expression and emerging technologies. They also examine current legislation, digital safeguarding frameworks and global debates surrounding artificial intelligence, misinformation and responsible innovation.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

New Line Learning Academy
Believe and Achieve

Students reflect upon their own digital identity, recognising that integrity, honesty and responsibility should guide behaviour both online and offline. They consider how technology can be used positively whilst recognising the importance of making choices that align with their personal values. Students explore the ethical responsibilities associated with digital citizenship, recognising how misinformation, online abuse and digital manipulation affect individuals, communities and democratic society. They develop empathy by considering the impact that online behaviour can have upon the wellbeing and rights of others.

This enquiry strengthens links with Computing through cyber security, artificial intelligence and digital systems, English through media literacy and evaluating sources, Citizenship through democracy, digital rights and misinformation, Science through technological innovation and data analysis, and Mathematics through interpreting online data, statistics and probability.

Skills Builder: Leadership, Problem Solving and Speaking
Students develop leadership by evaluating online information and identifying bias or manipulation, problem solving by responding to realistic online scenarios and safeguarding concerns, and speaking by participating respectfully in discussions, debates and collaborative digital activities.

Careers: Cyber Security Analyst, Artificial Intelligence Engineer and Digital Marketing Specialist
Students explore how professionals protect digital systems, develop emerging technologies and communicate responsibly within online environments. These careers demonstrate the importance of analytical thinking, ethical judgement, technological understanding and effective communication within an increasingly digital economy.

Life Beyond School: Students apply their learning every day through social media, online communication, digital learning and future employment. They develop the confidence to evaluate online information critically, protect their digital identity, recognise manipulation and participate responsibly within an increasingly technology-driven world.

Transferable Skills: Students strengthen digital literacy, critical thinking, communication, ethical reasoning, problem-solving and decision-making. They develop the confidence to evaluate evidence, challenge misinformation, adapt to emerging technologies and make informed decisions that support both personal safety and responsible digital citizenship.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Online safety, digital citizenship and media literacy resources. • National Cyber Security Centre (NCSC) – Cyber security and digital safety guidance. • Ofcom Media Literacy – Evaluating online information and digital media.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of digital technologies and their ability to apply this knowledge confidently within realistic online situations. Students demonstrate their learning through media analysis, digital investigations, safeguarding scenarios,

• Internet Matters – Artificial intelligence, digital wellbeing and online safety. • CEOP Education – Online safeguarding, exploitation awareness and reporting guidance. • Childnet International – Digital resilience, misinformation and responsible online behaviour. • Teacher modelling, media analysis, AI demonstrations, safeguarding scenarios, structured debates and contemporary case studies. • Knowledge organisers, retrieval practice and digital literacy investigations.	collaborative discussions, retrieval practice, debates and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate online information critically, reflect upon their own digital behaviours and apply their learning to increasingly complex digital environments. As students progress through the enquiry, they demonstrate increasing confidence in recognising misinformation, evaluating emerging technologies and making informed decisions that promote safe, ethical and responsible participation within the online world. 50% Substantive Knowledge: Students demonstrate secure understanding of artificial intelligence, algorithms, digital identity, online safety, misinformation, deepfakes, digital footprints, cyber security, data protection, media literacy, digital ethics and the principles that underpin responsible digital citizenship. 50% Disciplinary Knowledge: Students apply their understanding by evaluating online information, analysing digital scenarios, identifying manipulation, comparing sources, assessing digital risk and justifying informed decisions using evidence. They demonstrate increasing confidence in questioning online content, responding appropriately to safeguarding concerns, protecting their digital identity and applying critical thinking within an increasingly complex digital world.

Term 3 Topic		**Study, Work and Careers**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry prepares students for the next stage of their education by exploring how their interests, values, qualifications and personal qualities shape future study and career opportunities. As students approach important decisions about post-16 education and employment, they investigate the relationship between education, employability and lifelong learning within an ever-changing world of work.

Throughout the enquiry, students develop a deeper understanding of career planning, transferable skills and workplace expectations. They recognise that successful careers are built through resilience, adaptability, continuous learning and informed decision-making rather than

following a single pathway. By the end of the enquiry, students understand that preparing for employment is about developing knowledge, skills, character and confidence that will support them throughout adult life.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin by reflecting upon their own strengths, interests, values and aspirations, recognising that greater self-awareness supports informed decisions about education, employment and future ambitions. They investigate how goals develop over time and appreciate that career pathways are rarely fixed, with opportunities continually evolving throughout life.

Throughout this enquiry, students explore questions including:

- What are my strengths, interests and aspirations?
- How do qualifications and experiences influence future opportunities?
- What skills do employers value most?
- What are the different routes after GCSEs?
- How do workplaces expect employees to behave?
- How can I prepare for future applications and interviews?
- How do technology and global change influence employment?
- How can I make informed decisions about my future?

Students investigate the importance of employability skills, recognising that communication, teamwork, organisation, resilience, leadership and problem-solving are valued across every employment sector. They reflect upon their own strengths whilst identifying practical opportunities to continue developing these transferable skills throughout school and beyond. The enquiry then explores the world of work, introducing students to different employment sectors, career pathways and progression routes including sixth form, further education, apprenticeships, technical qualifications, university and employment. Students investigate how labour market trends, technological innovation and economic change influence future career opportunities.

Students also examine workplace expectations, considering professionalism, reliability, punctuality, communication, initiative and teamwork. They develop an understanding of recruitment processes, applications, interviews and workplace behaviour whilst recognising how positive attitudes and lifelong learning contribute to career progression. As students' progress through the enquiry, they investigate long-term career planning, recognising that career pathways often involve flexibility, continuous professional development and adapting to emerging opportunities. Through reflective activities and realistic scenarios, students develop confidence in making informed decisions about future study and employment.

Substantive knowledge is explicitly developed through students' understanding of career pathways, employability, transferable skills, labour market, apprenticeships, further education, higher education, vocational education, qualifications, professionalism, recruitment, workplace

New Line Learning Academy
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expectations, lifelong learning, entrepreneurship and career progression. Disciplinary knowledge develops as students evaluate career information, analyse labour market trends, compare education pathways, interpret employment scenarios and justify informed decisions using evidence. Through careers research, employer case studies, reflective activities and collaborative discussions, students strengthen their ability to critically evaluate opportunities, plan effectively and apply decision-making skills within realistic contexts.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including employability, apprenticeship, labour market, professionalism, recruitment, qualification, vocational education, transferable skills, entrepreneurship, resilience, progression, interview, career pathway, lifelong learning and professional development.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon previous learning about aspirations, employability, financial capability, decision-making and careers education developed throughout Key Stage 3. They already understand the importance of transferable skills, goal setting, resilience and informed choices when planning for the future. Students also draw upon earlier learning about equality, diversity, financial wellbeing and personal responsibility when evaluating future education and employment pathways.

Pitch Up
How will we challenge ourselves?

Students move beyond identifying careers by critically evaluating increasingly complex education and employment pathways. They compare post-16 and post-18 options, analyse labour market information, evaluate the impact of technological change upon employment and justify career decisions using evidence. Students are encouraged to reflect critically upon their own strengths, aspirations and values whilst recognising that successful careers require adaptability, resilience and lifelong learning.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides essential foundations for future learning about financial independence, employment rights, work experience, higher education, apprenticeships and adult responsibilities. It supports the statutory PSHE curriculum, the Gatsby Benchmarks for Careers Education, British Values, SMSC education and the Skills Builder Framework whilst preparing students for post-16 education, employment and lifelong career development. The enquiry reinforces the importance of aspiration, informed decision-making and continuous personal development in achieving long-term success.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from economics, business, sociology, geography and labour market research. They investigate how automation, artificial intelligence, globalisation and technological innovation continue to reshape employment across different industries. Students consider regional employment patterns, economic change and the growing importance of digital skills within modern workplaces. They also examine how employment rights, equality legislation and changing working practices have developed over time, recognising that careers must be viewed within a constantly evolving social and economic landscape.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

New Line Learning Academy
Believe and Achieve

Students reflect upon their aspirations, values and personal strengths, recognising that meaningful careers are often shaped by purpose, perseverance and a commitment to lifelong learning. They consider how education enables individuals to contribute positively to society. Students explore equality of opportunity, diversity and social mobility by recognising that everyone should have access to meaningful education and employment regardless of background. They consider how different careers contribute to communities locally, nationally and globally.

This enquiry strengthens links with Business Studies through enterprise and organisational structures, Mathematics through salaries, taxation and financial planning, English through applications, interviews and communication, Computer Science through digital skills and emerging technologies, Geography through globalisation and labour markets, and Citizenship through employment rights and workplace equality.

Skills Builder: Planning, Leadership and Speaking
Students develop planning by setting realistic education and career goals, leadership by recognising their own strengths and taking responsibility within collaborative tasks, and speaking through presentations, interviews and professional communication activities.

Careers: Human Resources Manager, Careers Adviser and Business Consultant
Students explore how professionals recruit, develop and support individuals within the workplace whilst helping organisations identify and nurture talent. These careers demonstrate the importance of communication, organisation, strategic thinking, leadership and professional judgement.

Life Beyond School: Students apply their learning as they prepare for GCSE examinations, post-16 education and future employment. They develop confidence in researching opportunities, presenting themselves professionally, evaluating career pathways and making informed decisions that support long-term success.

Transferable Skills: Students strengthen communication, organisation, leadership, planning, resilience, self-reflection and decision-making. They develop practical employability skills that will support success in further education, employment and lifelong career development.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• National Careers Service – Careers information, labour market guidance and progression routes. • Amazing Apprenticeships – Apprenticeship and technical education resources. • UCAS – Higher education, career planning and future pathways. • Success at School – Careers linked to GCSE subjects and employability skills.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of study, work and career pathways and their ability to apply this knowledge confidently when making realistic decisions about their future. Students demonstrate their learning through careers research, reflective activities, labour market investigations, mock interviews, collaborative tasks, retrieval practice and extended written responses where appropriate.

• Gatsby Foundation – Careers education and employer engagement guidance. • Prospects – Career profiles, graduate pathways and labour market information. • Employer talks, workplace case studies, careers research, mock interviews and application activities. • Knowledge organisers, retrieval practice and reflective career planning tasks.	Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their strengths, evaluate progression routes critically and apply their learning to increasingly realistic education and employment scenarios. As students' progress through the enquiry, they demonstrate increasing confidence in identifying suitable pathways, setting meaningful goals and preparing for future education and employment opportunities. 50% Substantive Knowledge: Students demonstrate secure understanding of employability skills, education pathways, labour market trends, workplace expectations, recruitment, qualifications, apprenticeships, higher education, career planning and the factors that influence future employment opportunities. 50% Disciplinary Knowledge: Students apply their understanding by evaluating career information, analysing labour market trends, comparing education pathways, reflecting upon their own strengths and justifying informed decisions using evidence. They demonstrate increasing confidence in planning for the future, applying employability skills and making realistic decisions that support lifelong learning and successful career development.

Topic 4
Topic

Managing Influence

Big Picture
What are the main ideas and big questions in this topic?

This enquiry develops students' understanding of how influence shapes beliefs, attitudes, behaviours and decision-making in an increasingly connected world. Building upon previous learning about relationships, digital literacy, online safety and personal responsibility, students investigate how family, peers, media, influencers and online platforms can affect the choices they make.

Throughout the enquiry, students explore how persuasion, pressure and manipulation operate within both online and offline environments, developing the confidence to evaluate information critically, recognise harmful influences and make independent decisions that reflect their own values. By the end of the enquiry, students understand that resilience, critical thinking and self-awareness are essential in resisting harmful influence and becoming responsible, informed citizens.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin by exploring the many sources of influence that shape everyday life, recognising that people are influenced by family, friends, education, culture, advertising, celebrities, social media and wider society. They investigate how influence can be both positive and negative, appreciating that it affects individuals differently depending upon their experiences, values and circumstances.

Throughout this enquiry, students explore questions including:

- What influences the choices I make?
- How do persuasion, pressure and coercion differ?
- How do advertising, influencers and social media shape behaviour?
- Why are some people more vulnerable to influence than others?
- How do algorithms reinforce beliefs and opinions?
- How can I recognise misinformation, bias and harmful online content?
- How can I resist negative influence whilst respecting others?
- How can I make confident, independent decisions that reflect my values?

Students investigate different forms of influence, recognising how persuasion, emotional appeal, advertising and peer pressure affect behaviour. They explore how media, influencers and digital platforms use persuasive techniques to shape opinions and consumer choices, developing the ability to question messages rather than accepting them uncritically. The enquiry then examines pressure and manipulation, encouraging students to distinguish between healthy encouragement, persuasion, coercion and controlling behaviour. Through realistic scenarios, students evaluate how individuals may experience pressure within friendships, relationships, social groups and online communities, whilst developing assertive communication strategies that enable them to maintain personal boundaries.

Students also investigate online influence, recognising how algorithms, targeted advertising, recommendation systems and personalised content shape digital experiences. They critically evaluate the reliability of online information, recognise misinformation and bias, and consider how repeated exposure to certain viewpoints can influence attitudes and beliefs. As the enquiry progresses, students reflect upon personal values, resilience and independent decision-making. They develop practical strategies for weighing evidence, recognising external influences and making informed decisions based upon careful reflection rather than immediate pressure or emotional response.

Substantive knowledge is explicitly developed through students' understanding of influence, persuasion, coercion, peer pressure, manipulation, algorithms, targeted advertising, misinformation, bias, media literacy, critical thinking, resilience, assertiveness, personal values, decision-making and responsible citizenship.

New Line Learning Academy
Believe and Achieve

Disciplinary knowledge develops as students evaluate persuasive messages, analyse realistic scenarios, compare sources of influence, identify bias and justify informed decisions using evidence. Through discussion, debate, media analysis and reflective activities, students strengthen their ability to think critically, evaluate competing viewpoints and apply independent judgement within increasingly complex situations.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including influence, persuasion, coercion, manipulation, peer pressure, algorithm, targeted advertising, misinformation, bias, critical thinking, resilience, assertiveness, autonomy, personal values, media literacy and decision-making.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon previous learning about emotional wellbeing, healthy relationships, online safety, digital citizenship, managing risk and responsible decision-making developed throughout Key Stage 3 and earlier Year 10 enquiries. They already understand how peer influence, safeguarding, media literacy and digital technologies affect behaviour and wellbeing. This enquiry extends that understanding by exploring increasingly sophisticated forms of persuasion, online influence and independent decision-making.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising sources of influence by critically evaluating increasingly complex situations involving online manipulation, persuasive media, peer pressure and competing viewpoints. They compare different perspectives, identify bias, justify decisions using evidence and reflect upon how personal values shape independent thinking. Students are encouraged to become resilient decision-makers who question information thoughtfully rather than simply accepting popular opinion or external pressure.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides important foundations for future learning about healthy relationships, financial decision-making, democratic participation, employment, higher education and responsible citizenship. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to navigate increasingly complex social, political and digital environments. The enquiry reinforces the importance of critical thinking, resilience and ethical judgement within modern society.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from psychology, sociology, media studies, behavioural economics and political science. They investigate why people conform to groups, how persuasion influences behaviour and how advertising, social media and algorithms are designed to capture attention and shape decision-making. Students also examine concepts including confirmation bias, echo chambers, cognitive bias and social influence, recognising how technology, culture and society interact to influence beliefs, attitudes and behaviours.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Students reflect upon their own identity, values and beliefs, recognising the importance of remaining true to themselves whilst respecting the perspectives of others. They consider how self-awareness supports confident and responsible decision-making. Students explore responsibility, respect and inclusion by recognising how influence affects individuals and communities differently. They consider the moral responsibility to challenge misinformation, discrimination and harmful attitudes whilst contributing positively to respectful and inclusive communities.

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This enquiry strengthens links with English through persuasive language and evaluating arguments, Computing through algorithms and digital media, Citizenship through democracy, participation and media influence, Psychology through conformity and behaviour, and Religion and Worldviews through ethics, values and moral decision-making.
Skills Builder: Problem Solving, Speaking and Adapting
Students develop Problem Solving by evaluating competing viewpoints and identifying bias, speaking through debate, discussion and reasoned argument, and adapting by recognising external influences and maintaining personal boundaries when making decisions.

Careers: Journalist, Behavioural Psychologist and Marketing Analyst
Students explore how professionals investigate information, understand human behaviour and communicate responsibly with different audiences. These careers demonstrate the importance of evidence, ethical judgement, communication and analytical thinking when influencing others responsibly.

Life Beyond School: Students apply their learning every day through social media, friendships, advertising, political messages and consumer decisions. They develop the confidence to question information critically, resist harmful pressure, evaluate competing viewpoints and make informed choices that reflect their own values and aspirations.

Transferable Skills: Students strengthen critical thinking, communication, resilience, ethical reasoning, decision-making and self-awareness. They develop the confidence to analyse information objectively, recognise manipulation, justify their opinions using evidence and make thoughtful, independent decisions in both education and adult life.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Influence, media literacy and critical thinking resources. • Ofcom Media Literacy – Evaluating online information and digital influence. • Childnet International – Online influence, social media and digital resilience. • Internet Matters – Online safety, algorithms and digital wellbeing. • BBC Bitesize – Media literacy, bias and evaluating information.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of influence and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through media analysis, case studies, structured debates, retrieval practice, collaborative investigations, reflective activities and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate persuasive messages critically, reflect upon their own values and apply their learning to increasingly complex situations involving online content,

• National Cyber Security Centre (NCSC) – Online safety and recognising manipulation. • Teacher modelling, media analysis, advertising case studies, debate activities and realistic decision-making scenarios. • Knowledge organisers, retrieval practice and reflective evaluation tasks.	peer influence and decision-making. As students' progress through the enquiry, they demonstrate increasing confidence in recognising manipulation, challenging misinformation and making informed, independent decisions that support their wellbeing and personal aspirations. 50% Substantive Knowledge: Students demonstrate secure understanding of influence, persuasion, coercion, peer pressure, media literacy, algorithms, misinformation, targeted advertising, resilience, personal values, critical thinking and the factors that influence decision-making. 50% Disciplinary Knowledge: Students apply their understanding by evaluating persuasive messages, analysing realistic scenarios, identifying bias, comparing viewpoints and justifying informed decisions using evidence. They demonstrate increasing confidence in thinking independently, resisting harmful influence, communicating assertively and applying critical thinking to the complex social and digital environments they encounter every day.

Term 5 Topic	**Exploring Consent, Recognising Abuse, Safe Relationships, Families, Fertility and Sexual Health**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry develops students' understanding of healthy intimate relationships, consent, sexual health and safeguarding as they prepare for adulthood. Building upon previous learning about healthy relationships, consent, online safety and wellbeing, students explore how trust, communication, equality and mutual respect underpin safe and fulfilling relationships.

Throughout the enquiry, students investigate the characteristics of healthy relationships, recognise the warning signs of abuse and coercive behaviour, and develop an age-appropriate understanding of fertility, contraception and sexual health. They build the confidence to establish personal boundaries, communicate effectively, seek support when required and make informed decisions that protect both themselves and others. By the end of the enquiry, students understand that healthy relationships are built upon respect, responsibility, consent and informed choice.

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Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students begin by exploring the characteristics of safe, respectful and healthy relationships, recognising that positive relationships are founded upon trust, honesty, kindness, equality and effective communication. They consider how friendships, family relationships and romantic relationships develop over time and appreciate that healthy relationships support wellbeing and personal growth.

Throughout this enquiry, students explore questions including:

- What makes a relationship healthy and respectful?
- What does meaningful consent look like in different situations?
- How can I recognise controlling, coercive or abusive behaviour?
- Why are boundaries important in healthy relationships?
- How can conflict and relationship breakdowns be managed respectfully?
- What should I know about fertility, contraception and sexual health?
- Where can I access reliable advice and support?
- How can I make safe, informed and responsible choices within relationships?

Students investigate healthy relationships by examining communication, trust, empathy and respect. They reflect upon personal boundaries and emotional readiness whilst recognising that healthy relationships promote equality, independence and mutual support. The enquiry then develops students' understanding of consent, recognising that consent must always be freely given, informed, enthusiastic and ongoing. Through realistic scenarios, students learn to recognise situations where consent is absent due to pressure, coercion, manipulation, intoxication or fear. They develop the confidence to communicate boundaries clearly whilst respecting the boundaries and choices of others.

Students also investigate unhealthy and abusive relationships, exploring emotional abuse, coercive control, physical abuse, sexual abuse, online abuse and exploitation. They examine patterns of power and control, recognising early warning signs and developing practical strategies for seeking support, responding safely and accessing appropriate safeguarding services. The enquiry then broadens to explore families and relationships, recognising the diversity of family structures and appreciating that healthy families are characterised by care, respect and support rather than a single structure or model. Students consider inclusion, equality and the importance of respecting different lived experiences.

Finally, students develop a secure understanding of fertility, reproduction, contraception, sexually transmitted infections (STIs) and sexual health. They investigate reliable sources of healthcare and advice whilst recognising the importance of informed decision-making, personal responsibility and accessing appropriate support when required.

Substantive knowledge is explicitly developed through students' understanding of healthy relationships, consent, coercive control, abuse, safeguarding, boundaries, communication, family diversity, fertility, contraception, sexually transmitted infections (STIs), sexual health, emotional wellbeing, respect, equality and personal responsibility. Disciplinary knowledge develops as students evaluate relationship scenarios,

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assess safeguarding risks, interpret different perspectives, justify informed decisions using evidence and apply ethical reasoning to complex situations. Through discussion, case studies, role-play, safeguarding scenarios and reflective activities, students strengthen their ability to think critically, communicate respectfully and make responsible decisions within relationships.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including consent, coercion, coercive control, abuse, exploitation, safeguarding, boundaries, communication, contraception, fertility, sexually transmitted infection (STI), sexual health, healthy relationship, equality, respect, emotional wellbeing and support services.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their learning throughout Key Stage 3 and earlier Year 10 enquiries about healthy relationships, emotional wellbeing, consent, online safety, safeguarding, managing risk and personal responsibility. They already understand the importance of trust, respect, communication, boundaries and recognising unhealthy behaviours. This enquiry extends that understanding by exploring intimate relationships, abuse, sexual health and safeguarding in greater depth whilst preparing students for adult relationships and increasing independence.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising healthy relationships by critically evaluating increasingly complex situations involving consent, coercive behaviour, abuse, family dynamics and sexual health. They compare different viewpoints, justify decisions using evidence and reflect upon their own values whilst recognising that respectful relationships require empathy, responsibility and mature communication. Students develop increasing confidence in challenging harmful behaviours, seeking support appropriately and making informed decisions that protect themselves and others.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides essential foundations for adult relationships, parenthood, safeguarding, employment, independent living and lifelong wellbeing. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for further education, employment and adult life. The enquiry reinforces the importance of respect, equality, communication and informed decision-making as key principles for healthy relationships and responsible citizenship.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from psychology, sociology, medicine, public health and law. They investigate how healthy relationships support emotional wellbeing, how coercive control develops over time and how legislation protects individuals from abuse and exploitation. Students also examine contemporary issues surrounding domestic abuse, online exploitation, consent education and sexual health campaigns whilst recognising the role of healthcare professionals, safeguarding agencies and support organisations in protecting vulnerable individuals and promoting healthy relationships.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

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Students reflect upon their own values, identity and personal boundaries, recognising that healthy relationships are built upon honesty, respect, compassion and integrity. They consider how thoughtful decision-making contributes to lifelong wellbeing and positive relationships. Students develop empathy by recognising that relationships and family experiences differ across society. They explore equality, dignity, safeguarding and respect whilst considering the moral responsibility to challenge abuse, support others appropriately and promote inclusive, healthy communities.

This enquiry strengthens links with science through reproduction, contraception and sexual health, Religion and Worldviews through family life, ethics and human relationships, Citizenship through rights, responsibilities and safeguarding, Psychology through attachment, behaviour and emotional wellbeing, and English through communication, empathy and evaluating different perspectives.

Skills Builder: Listening, Leadership and Problem Solving
Students develop listening by responding respectfully to sensitive discussions and differing viewpoints, leadership by promoting healthy relationship behaviours and supporting others appropriately, and problem solving by evaluating realistic safeguarding and relationship scenarios before selecting safe and responsible courses of action.

Careers: Sexual Health Practitioner, Social Worker and Family Support Practitioner
Students explore how professionals educate, safeguard and support individuals and families to promote healthy relationships, sexual wellbeing and personal safety. These careers demonstrate the importance of empathy, communication, confidentiality, safeguarding knowledge and ethical decision-making.

Life Beyond School: Students apply their learning as they develop increasingly mature friendships and relationships, prepare for adulthood and become more independent. They develop the confidence to establish healthy boundaries, understand consent, access healthcare appropriately and make informed decisions that protect both their physical and emotional wellbeing.

Transferable Skills: Students strengthen communication, empathy, ethical reasoning, resilience, critical thinking and decision-making. They develop the confidence to evaluate complex situations, respect the rights and boundaries of others, seek support when necessary and build healthy, respectful relationships throughout adult life.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Relationships, consent and safeguarding resources. • Brook – Relationships, contraception and sexual health education.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of healthy relationships and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through safeguarding case studies, discussion, scenario-based decision-

• NHS Sexual Health – Sexual health, contraception and STI information. • NSPCC – Healthy relationships, recognising abuse and safeguarding. • Women's Aid – Healthy relationships, coercive control and domestic abuse awareness. • Childline – Relationship advice, consent and support services. • Teacher modelling, safeguarding case studies, role-play activities, structured discussions and reflective learning journals. • Knowledge organisers, retrieval practice and scenario-based relationship investigations.	making, retrieval practice, collaborative investigations, reflective activities and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate relationship scenarios critically, reflect upon their own values and apply their learning to increasingly complex situations involving consent, safeguarding and sexual health. As students progress through the enquiry, they demonstrate increasing confidence in recognising healthy relationships, identifying abuse, understanding consent and making informed decisions that support lifelong wellbeing. 50% Substantive Knowledge: Students demonstrate secure understanding of healthy relationships, consent, coercive control, abuse, safeguarding, family diversity, fertility, contraception, sexual health, sexually transmitted infections (STIs), support services and the principles that underpin safe, respectful and responsible relationships. 50% Disciplinary Knowledge: Students apply their understanding by evaluating relationship scenarios, identifying safeguarding concerns, assessing levels of risk, interpreting different perspectives and justifying informed decisions using evidence and ethical reasoning. They demonstrate increasing confidence in applying consent principles, recognising abuse, communicating respectfully, accessing appropriate support and making responsible decisions that promote healthy relationships and lifelong wellbeing.

Term 6 Topic	**Online Financial Harms**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry develops students' understanding of online financial risks, consumer responsibility and digital financial wellbeing as they prepare for increasing independence. Building upon previous learning about financial capability, online safety and critical thinking, students investigate how technology has transformed the way people spend, save and manage money whilst creating new opportunities for fraud, manipulation and financial exploitation.

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Throughout the enquiry, students explore how online platforms, digital marketing and emerging technologies influence financial behaviour. They develop the confidence to identify scams, question persuasive online content and make informed financial decisions that protect both themselves and their personal information. By the end of the enquiry, students understand that responsible financial management in the digital age requires critical thinking, digital literacy and informed consumer decision-making.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by exploring how money is increasingly used within digital environments, recognising that online banking, contactless payments, digital wallets, subscriptions, gaming platforms and online marketplaces have transformed modern financial behaviour. They investigate the relationship between convenience, security and personal responsibility when managing money online.

Throughout this enquiry, students explore questions including:

- How is money used within digital environments?
- How do online scams and financial fraud target young people?
- How can I recognise manipulative online spending techniques?
- How do influencers, algorithms and advertising encourage spending?
- How can I protect my financial information online?
- What should I do if I experience online financial exploitation?
- How can I become a responsible digital consumer?
- How can critical thinking help me make better financial decisions?

Students investigate the ways money is exchanged online through shopping platforms, subscriptions, gaming, digital currencies and online payment systems. They develop an understanding of how online transactions work whilst recognising the importance of secure websites, trusted payment providers and protecting financial information. The enquiry then explores online financial harm by examining scams, phishing, fraudulent websites, fake advertisements, gambling-style mechanics, in-app purchases and subscription traps. Students evaluate how criminals exploit trust, urgency and emotional responses to manipulate users into making poor financial decisions.

Students also investigate persuasive digital design, recognising how algorithms, influencers, targeted advertising and behavioural psychology encourage spending. They explore concepts including fear of missing out (FOMO), "limited time offers", loot boxes and personalised recommendations, developing increasingly sophisticated critical thinking skills that enable them to question marketing techniques rather than responding impulsively. As students' progress, they develop practical strategies for protecting themselves online by strengthening password security, recognising suspicious activity, reporting scams and seeking appropriate support. Finally, students reflect upon responsible financial behaviour, recognising that digital financial decisions made during adolescence help shape lifelong financial wellbeing and independence.

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Substantive knowledge is explicitly developed through students' understanding of online banking, digital payments, subscriptions, phishing, scams, fraud, digital marketing, algorithms, influencers, targeted advertising, consumer rights, financial exploitation, cyber security, digital wellbeing, financial literacy and responsible online spending. Disciplinary knowledge develops as students evaluate financial scenarios, analyse digital marketing techniques, assess online risks, compare consumer choices and justify informed financial decisions using evidence. Through case studies, financial investigations, scenario-based learning and reflective discussion, students strengthen their ability to think critically, manage financial risk and apply responsible decision-making within digital environments.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including phishing, fraud, scam, subscription, digital wallet, algorithm, targeted advertising, financial exploitation, consumer rights, cyber security, digital payment, identity theft, in-app purchase, financial literacy, digital consumer and online transaction.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon previous learning about financial capability, budgeting, online safety, media literacy, digital citizenship and managing influence developed throughout Key Stage 3 and Year 10. They already understand how advertising, peer influence and algorithms shape behaviour, alongside recognising the importance of protecting personal information and evaluating online content critically. This enquiry extends that understanding by focusing specifically upon financial decision-making and online consumer protection.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising obvious scams by critically evaluating increasingly sophisticated online financial risks involving digital marketing, financial fraud, personalised advertising and persuasive technology. They compare different financial decisions, justify responses using evidence and reflect upon how digital environments influence consumer behaviour. Students develop increasing confidence in recognising manipulation, protecting financial information and making informed consumer decisions within an increasingly complex online economy.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry provides essential foundations for financial independence, employment, banking, credit, budgeting and responsible consumer behaviour in adult life. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for post-16 education, employment and independent financial management. The enquiry reinforces the importance of financial literacy, digital resilience and responsible consumer decision-making within an increasingly cashless society.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from economics, behavioural psychology, business, computer science and cyber security. They investigate how digital businesses generate revenue, how algorithms personalise advertising and how behavioural economics explains consumer decision-making. Students also examine contemporary issues including cryptocurrency, identity theft, online fraud, consumer legislation, data protection and financial regulation, recognising the increasing importance of cyber security and digital literacy within modern society.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

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Students reflect upon responsibility, self-discipline and integrity when managing money online. They recognise that thoughtful financial decisions contribute to independence, security and long-term wellbeing whilst considering how responsible spending reflects their personal values. Students explore fairness, consumer responsibility and financial exploitation, recognising the impact that scams and fraud have upon individuals and communities. They consider how ethical businesses, informed consumers and effective regulation contribute to a safer digital economy.

This enquiry strengthens links with Mathematics through budgeting, percentages and financial calculations, Business Studies through consumer behaviour and marketing, Computing through cyber security and online systems, Citizenship through consumer rights and financial responsibility, and Economics through digital markets and spending behaviour.

Skills Builder: Problem Solving, Planning and Leadership
Students develop problem solving by responding to realistic financial scenarios, planning by evaluating spending decisions and long-term financial consequences, and leadership by analysing advertising, scams and persuasive digital techniques before making informed choices.

Careers: Financial Crime Investigator, Cyber Security Consultant and Financial Adviser
Students explore how professionals investigate fraud, protect digital financial systems and support individuals in making informed financial decisions. These careers demonstrate the importance of analytical thinking, ethical judgement, communication and technological expertise within an increasingly digital financial world.

Life Beyond School: Students apply their learning every day through online shopping, gaming, subscriptions, banking and digital payments. They develop the confidence to recognise scams, protect personal information, manage digital spending responsibly and make informed financial decisions that support lifelong independence and financial wellbeing.

Transferable Skills: Students strengthen financial literacy, digital literacy, critical thinking, decision-making, problem-solving and risk assessment. They develop the confidence to evaluate online opportunities carefully, recognise financial manipulation and apply responsible consumer behaviours that will support success throughout further education, employment and adult life.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Financial capability and online safety resources. • MoneyHelper – Budgeting, consumer rights and financial wellbeing guidance.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of online financial harms and their ability to apply this knowledge confidently within realistic digital scenarios. Students demonstrate their learning through case studies, financial investigations, scenario-based

• National Cyber Security Centre (NCSC) – Cyber security, phishing and fraud prevention. • Action Fraud – Online scams, fraud awareness and reporting guidance. • Young Money – Financial education and digital money resources. • Citizens Advice – Consumer rights, online shopping and financial protection. • Teacher modelling, scam investigations, financial case studies, digital consumer scenarios and structured discussions. • Knowledge organisers, retrieval practice and financial decision-making activities.	decision-making, retrieval practice, collaborative discussions, reflective activities and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate online financial risks critically, reflect upon their own spending behaviours and apply their learning to increasingly complex digital situations. As students progress through the enquiry, they demonstrate increasing confidence in recognising scams, protecting personal information, evaluating online financial opportunities and making responsible consumer decisions that support lifelong financial wellbeing. 50% Substantive Knowledge: Students demonstrate secure understanding of online payments, digital banking, subscriptions, scams, phishing, fraud, financial exploitation, consumer rights, cyber security, digital marketing, algorithms and the principles that underpin responsible financial behaviour within online environments. 50% Disciplinary Knowledge: Students apply their understanding by evaluating financial scenarios, identifying scams and manipulative marketing techniques, assessing levels of financial risk, interpreting online information and justifying informed decisions using evidence. They demonstrate increasing confidence in protecting financial information, recognising digital exploitation, applying consumer rights and making responsible financial decisions that prepare them for independent adult life.