New Line Learning Academy
Believe and Achieve

PSHE Curriculum Intent	Year 7

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

Emotional Wellbeing – Managing Change and Transition

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

This enquiry supports students as they make the important transition from primary to secondary school, helping them develop the confidence, resilience and self-awareness needed to thrive in a new environment. Students explore how change can affect emotions, relationships and learning, recognising that transitions present both opportunities and challenges.

Throughout the enquiry, students develop practical strategies for managing emotions, setting personal goals and building positive habits that support both academic success and personal wellbeing. They learn that emotional wellbeing is not simply about responding to difficulties, but about developing the skills, confidence and resilience needed to flourish throughout school and later life.

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This enquiry establishes the foundations for the PSHE curriculum by encouraging students to become reflective, independent learners who understand themselves, value positive relationships and know how to access support when they need it.

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

Students begin this enquiry by exploring the opportunities and challenges associated with the transition from primary to secondary school. They reflect upon the changes they have already experienced and begin developing the confidence, organisation and independence needed to succeed within a new learning environment.

Throughout this enquiry, students explore questions including:

- What does it mean to thrive in secondary school?
- How can I set realistic goals and achieve them?
- Why do we experience different emotions?
- How can I manage my reactions during difficult situations?
- What makes someone resilient?
- How can I reduce stress and improve my wellbeing?
- When should I ask for help and how can I support others?

Students investigate the factors that influence emotional wellbeing, recognising that thoughts, feelings and behaviours are closely connected. They explore practical strategies for managing change, setting achievable goals, building resilience and maintaining positive mental health. Throughout the enquiry, students develop an understanding that wellbeing is something which can be actively nurtured through healthy routines, supportive relationships and positive coping strategies.

Alongside this, students consider the importance of recognising when they or others may need additional support. They explore how trusted adults, school support systems and external organisations can provide help, whilst developing the confidence to seek assistance appropriately and support others with empathy and respect.

Substantive knowledge is explicitly developed through students' understanding of key concepts including emotional wellbeing, resilience, stress, self-esteem, emotional regulation, positive mental health, aspiration, goal setting, coping strategies and support networks. Students develop secure knowledge of practical techniques that promote wellbeing and understand where and how support can be accessed when required.

Disciplinary knowledge develops as students learn to apply this understanding to real-life situations. They evaluate different responses to challenges, reflect upon their own experiences, communicate sensitively with others, make informed decisions and justify appropriate courses of action through discussion, role-play and scenario-based activities. Students increasingly develop the confidence to recognise risk, challenge misconceptions and make thoughtful, responsible decisions that promote their own wellbeing and that of others.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including transition, resilience, wellbeing, emotion, regulation, stress, self-awareness, self-esteem, aspiration, motivation, coping strategy, mental health, trusted adult and support network.

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

Students arrive from a range of primary schools, each bringing different experiences of transition, friendships and personal development. They will have explored basic aspects of health, relationships and keeping safe during Key Stage 2, alongside opportunities to develop resilience, emotional awareness and teamwork. Transition activities at New Line Learning Academy provide an initial understanding of the school environment, routines and key members of staff, giving students a foundation on which to build greater confidence and independence.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising emotions to evaluating how their thoughts, behaviours and decisions influence their wellbeing. They develop increasingly independent strategies for managing challenges, reflecting on personal progress and setting meaningful goals. Students are encouraged to communicate confidently, seek support when appropriate and apply their learning to unfamiliar situations both inside and outside school.

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

This enquiry provides the foundation for the Year 7 PSHE curriculum and supports future learning in mental health, healthy relationships, personal safety, online wellbeing and decision making. It reflects the spiral nature of the PSHE curriculum, revisiting and deepening students' understanding as they mature. The enquiry also supports the development of British Values, SMSC education, the statutory RSHE curriculum and the Skills Builder Framework, whilst preparing students for successful participation in school life and beyond.

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

Students deepen their understanding by exploring current research into adolescent wellbeing, resilience and positive mental health. They consider how schools, families and communities can support emotional wellbeing and examine national campaigns such as Children's Mental Health Week, World Mental Health Day and Time to Talk Day. Students also explore how sleep, physical activity, healthy routines and positive relationships contribute to long-term wellbeing.

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

Students reflect upon their own identity, personal strengths and aspirations, recognising that change is a natural part of life and an opportunity for growth. Students develop empathy, resilience and respect by recognising that everyone experiences change differently. They explore the importance of kindness, inclusion and supporting others within their new school community.

Cross-Curricular Connections: This enquiry strengthens links with Science through mental and physical health, PE through resilience, teamwork and healthy lifestyles, English through communication, reflection and emotional literacy, and Religion and Worldviews through discussions surrounding identity, belonging and respect for others.

Skills Builder: Listening, Adapting and Planning
Students develop listening by valuing the experiences and perspectives of others, adapting by learning strategies to overcome challenges and setbacks, and planning by setting ambitious yet realistic personal and academic goals.

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Careers - Educational Psychologist, School Counsellor and Youth Worker:
Students discover how professionals support young people's emotional wellbeing, resilience and personal development. These careers demonstrate the importance of empathy, communication and safeguarding in helping others overcome challenges and achieve their potential.

Life Beyond School: Students apply their learning every day as they build new friendships, adapt to increased independence and develop positive routines. They learn practical strategies that support emotional wellbeing, enabling them to manage change confidently, seek help when needed and make positive choices throughout adolescence and adulthood.

Transferable Skills: Students strengthen communication, resilience, self-management, goal setting, reflection and decision-making skills. They develop the confidence to manage change positively, work effectively with others and become increasingly independent learners.

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 – Emotional Wellbeing resources. • YoungMinds – Mental health support for young people. • NHS Every Mind Matters – Wellbeing and self-care guidance. • Anna Freud Centre – Resilience and emotional wellbeing resources. • Childline – Advice and support for young people. • BBC Bitesize PSHE – Wellbeing and transition. • Teacher modelling, case studies, discussion scenarios and reflective activities. • Knowledge organisers, retrieval activities and wellbeing journals.	Assessment within PSHE is formative and developmental, focusing on students' ability to apply knowledge and skills to real-life situations rather than simply recalling information. Students demonstrate their understanding through discussion, reflection, scenario-based activities, personal target setting, case studies and decision-making tasks. Opportunities for self-assessment and teacher feedback encourage students to reflect upon their own wellbeing, recognise personal progress and identify strategies that will support their continued development. 50% Substantive Knowledge: Students demonstrate secure understanding of emotional wellbeing, transition, resilience, stress management, goal setting and the importance of seeking support when needed. 50% Personal Development and Application: Students apply practical strategies to manage emotions, respond positively to challenges, communicate effectively, reflect on personal growth and make informed decisions that support their wellbeing and success within school and beyond.

Term 2 Enquiry		**Friendship and Bullying**

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Big Picture

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

This enquiry explores the importance of healthy, respectful and supportive friendships, helping students understand how positive relationships contribute to wellbeing, confidence and a sense of belonging. Students investigate how friendships develop, why conflict sometimes occurs and how respectful communication, empathy and resilience help build strong relationships.

Alongside this, students develop an understanding of bullying, peer influence and coercive behaviour, recognising that relationships are not always healthy or equal. They learn how to identify unhealthy behaviours, challenge bullying safely and access appropriate support when needed.

By the end of the enquiry, students recognise that healthy friendships are built upon trust, kindness and respect, whilst developing the confidence to make positive choices, stand up for themselves and others, and contribute to a safe and inclusive school community.

Zoom In

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

Students begin by exploring the characteristics of healthy friendships, recognising how trust, respect, honesty, empathy and communication create positive relationships that support emotional wellbeing and personal development.

Throughout this enquiry, students explore questions including:

- What makes a healthy friendship?
- Why is empathy important in relationships?
- What is bullying and how does it affect people?
- How can bystanders make a positive difference?
- How can friendships recover after disagreements?
- How do peer pressure and influence affect our decisions?
- How can I recognise coercive or exploitative friendships?
- When should I seek help for myself or someone else?

Students investigate the different forms of bullying, including physical, verbal, social and online bullying, considering the impact that bullying has on individuals, families and wider communities. They explore the role of the bystander, recognising that everyone has a responsibility to contribute to a respectful and inclusive environment whilst understanding safe ways to intervene and report concerns.

The enquiry then develops students' understanding of friendship challenges, including conflict, jealousy, misunderstanding and peer influence. Students learn practical strategies for resolving disagreements, rebuilding trust where appropriate and recognising when relationships become unhealthy or unsafe.

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Finally, students investigate coercive friendships and the early warning signs of manipulation, grooming and exploitation. They explore how individuals can be pressured into unsafe situations and develop the confidence to recognise risk, resist negative influence and seek support from trusted adults and appropriate services.

Substantive knowledge is explicitly developed through students' understanding of healthy relationships, empathy, bullying, bystander behaviour, peer influence, coercion, exploitation, safeguarding, trusted adults, support services and practical strategies for maintaining positive friendships.

Disciplinary knowledge develops as students apply this understanding to realistic situations through discussion, case studies, role-play and scenario-based learning. Students evaluate different responses to conflict, analyse the impact of decisions on themselves and others, communicate respectfully, recognise risk and justify appropriate courses of action when faced with challenging social situations.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including empathy, respect, bullying, bystander, conflict, peer pressure, influence, coercion, manipulation, exploitation, grooming, boundaries, safeguarding, trust, inclusion and resilience.

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

Students build upon their understanding of emotional wellbeing, resilience and transition developed during Term 1, alongside prior learning from Key Stage 2 about friendship, kindness, inclusion and keeping safe. They already recognise basic emotions, understand the importance of respectful behaviour and know how to seek help from trusted adults. This enquiry extends that understanding by exploring more complex friendship dynamics, power imbalances and safeguarding.

Pitch Up
How will we challenge ourselves?

Students move beyond identifying healthy and unhealthy behaviours by evaluating increasingly complex social situations. They consider multiple perspectives, justify decisions using evidence and values, and develop the confidence to challenge inappropriate behaviour safely. Students are encouraged to reflect critically on their own friendships, recognise positive and negative influences and apply strategies that promote healthy relationships both online and offline.

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

This enquiry provides the foundation for future learning about healthy relationships, consent, online safety, exploitation, mental wellbeing and safeguarding throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework by developing respectful relationships, responsible decision-making and active citizenship.

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

Students deepen their understanding by exploring national anti-bullying campaigns, current research into adolescent friendships and the work of organisations supporting young people's wellbeing and safety. They examine how friendships change throughout adolescence, the impact of social media on relationships and the importance of creating inclusive communities where everyone feels safe, respected and valued.

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

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Students reflect on the qualities that make a good friend, considering the importance of kindness, empathy, forgiveness and integrity in building positive relationships. Students develop an understanding of respect, inclusion and equality by recognising the impact of bullying, discrimination and exclusion. They consider their responsibility to create a positive school community where differences are valued and everyone feels safe.

This enquiry strengthens links with Religion and Worldviews through respect, compassion and community, English through communication and empathy, Digital Literacy through online behaviour and cyberbullying, and Science through adolescent development and mental wellbeing.

Teamwork, Speaking and Problem Solving: Students develop teamwork by working collaboratively to explore scenarios, speaking by communicating ideas respectfully during discussion and debate, and problem solving by evaluating friendship dilemmas and identifying positive solutions.

Social Worker, Police Community Support Officer and Family Support Practitioner: Students explore how professionals work to protect children, support families and build safer communities. These careers demonstrate the importance of communication, safeguarding, empathy and effective decision-making when supporting people through challenging situations.

Students apply their learning every day as they build friendships, navigate social situations and increasingly interact both online and offline. They develop the confidence to establish healthy boundaries, challenge inappropriate behaviour safely and seek help whenever they or others feel unsafe.

Students strengthen communication, empathy, teamwork, resilience, conflict resolution, decision-making and critical thinking. They learn to evaluate situations carefully, make responsible choices and build positive relationships that will support them throughout 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 – Relationships and Anti-Bullying resources. • Anti-Bullying Alliance – Guidance and campaign materials. • Childline – Friendship, bullying and getting help. • NSPCC – Keeping children safe and recognising abuse. • The Diana Award – Anti-bullying ambassador resources. • CEOP Education – Online friendships, grooming and exploitation. • Teacher modelling, discussion scenarios, role-play activities and case studies. • Knowledge organisers, retrieval activities and safeguarding resources.	Assessment throughout this enquiry is formative and developmental, focusing on students' ability to apply their understanding of healthy relationships to realistic situations. Students demonstrate their learning through discussion, case studies, role-play, reflective writing, scenario-based decision making and collaborative activities. Opportunities for self-assessment and teacher feedback encourage students to evaluate their own relationships, recognise positive behaviours and identify appropriate responses to bullying, peer influence and safeguarding concerns. 50% Substantive Knowledge: Students demonstrate secure understanding of healthy friendships, empathy, bullying, bystander behaviour, peer influence, coercion, safeguarding, trusted adults and the strategies that promote positive relationships and personal safety.

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	50% Disciplinary Knowledge and Application: Students apply their understanding to real-life scenarios by evaluating relationship dynamics, recognising unhealthy behaviours, communicating respectfully, making informed decisions, demonstrating empathy and selecting appropriate strategies to keep themselves and others safe.

Term 3 Topic		**Personal Safety and Managing Risk**

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

This enquiry empowers students to make informed, responsible and safe decisions in an increasingly complex world. As young people become more independent, they encounter a wider range of situations that require them to assess risk, evaluate consequences and make thoughtful choices. Students explore how risk is a natural part of everyday life, but one that can be managed through knowledge, critical thinking and effective decision-making.

Throughout the enquiry, students develop practical strategies to recognise risk in different contexts, including at home, in school, online and within their local community. They learn how peer influence, emotions and social situations can affect judgement, whilst building the confidence to respond safely, seek support and protect both themselves and others.

By the end of the enquiry, students understand that personal safety is not about avoiding all risk, but about recognising hazards, making informed decisions and acting responsibly throughout adolescence and beyond.

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

Students begin by exploring what risk means and why it forms part of everyday life. They investigate how risk can be recognised, assessed and managed across a range of real-life situations, developing the confidence to make informed decisions that promote their own safety and wellbeing.

Throughout this enquiry, students explore questions including:

- What is risk and why do we sometimes take it?
- How can I recognise situations that may be unsafe?
- What influences the decisions I make?
- How can I manage peer pressure confidently?
- How can I stay safe both online and offline?
- Who can help me if I feel unsafe or uncertain?
- How do the decisions I make today affect my future wellbeing?

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Students investigate different forms of risk, including physical, emotional, social and digital risks, recognising that not all risks are immediately obvious. They explore how emotions, peer influence, curiosity, media and social expectations can affect judgement, before developing practical strategies to assess situations, weigh up consequences and make safe, responsible choices.

The enquiry then focuses on managing personal safety across a variety of contexts, including road safety, water safety, online communication, personal information, alcohol, vaping and other substances. Students consider how trusted adults, support networks and emergency services help keep individuals and communities safe whilst developing the confidence to seek support whenever they encounter unfamiliar or uncomfortable situations. Throughout the enquiry, students are encouraged to reflect upon their own decision-making, recognising that good judgement develops through experience, critical thinking and learning from mistakes. They appreciate that managing risk is a lifelong skill which supports independence, resilience and personal responsibility.

Substantive knowledge is explicitly developed through students' understanding of risk, hazard, consequence, peer influence, online safety, consent, personal information, emergency procedures, safeguarding, trusted adults, support services, alcohol, vaping, substances and risk reduction strategies. Disciplinary knowledge develops as students evaluate realistic scenarios, assess levels of risk, compare possible responses, justify safe decisions and apply safeguarding principles to unfamiliar situations. Through discussion, case studies, role-play and reflection, students strengthen their ability to think critically, communicate confidently and make informed decisions that promote their own safety and the wellbeing of others.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including risk, hazard, consequence, vulnerability, resilience, peer pressure, influence, safeguarding, consent, emergency, judgement, responsibility, exploitation, trusted adult, substance and risk assessment.

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

Students build upon their understanding of emotional wellbeing, healthy friendships and respectful relationships developed during Terms 1 and 2. Previous learning has introduced trusted adults, empathy, resilience and positive decision-making, providing a strong foundation for exploring more complex situations involving personal safety, peer influence and managing risk. Students also draw upon their Key Stage 2 understanding of basic road safety, online behaviour and keeping themselves safe in everyday situations.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising obvious risks by evaluating increasingly complex situations where there may not always be a clear or immediate answer. They consider multiple perspectives, balance short-term and long-term consequences and justify their decisions using evidence, reasoning and personal values. Students develop the confidence to challenge unsafe behaviour respectfully, resist negative peer influence and make responsible decisions even under pressure.

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

This enquiry provides essential foundations for future learning about healthy relationships, consent, online safety, substance misuse, exploitation, financial decision-making and personal responsibility throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, safeguarding education,

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

Students deepen their understanding by exploring current road safety campaigns, online safety initiatives and public health guidance relating to alcohol, vaping and risk-taking behaviours. They examine how emergency services, charities and community organisations work together to protect young people and promote safer communities. Students also consider how

SMSC development and the Skills Builder Framework by developing resilience, independence and informed decision-making.	technology continues to create new opportunities alongside new responsibilities for personal safety.

Authentic connections

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

Spiritual: Students reflect upon personal responsibility, self-worth and the importance of making choices that protect both themselves and others. They consider how confidence, integrity and resilience influence the decisions they make throughout life. Social, Moral and Cultural: Students develop an understanding of responsibility, respect and safeguarding by considering how individual choices can affect families, friendships and wider communities. They explore how society works together to reduce harm and keep people safe.

Cross-Curricular Connections: This enquiry strengthens links with science through alcohol, vaping and substance education, PE through personal health and safety, Digital Literacy through online safety and responsible technology use, Geography through environmental hazards and Citizenship through laws designed to protect individuals and communities.

Skills Builder: Problem Solving, Adapting and Leadership
Students develop problem solving by assessing risk and evaluating possible outcomes, adapting by responding confidently to setbacks and challenging situations, and leadership by modelling safe behaviours and encouraging others to make responsible decisions.

Careers: Paramedic, Police Officer and Health and Safety Officer
Students explore how professionals assess risk, make rapid decisions and protect individuals within their communities. These careers demonstrate the importance of judgement, communication, safeguarding and responsibility when responding to emergencies and promoting public safety.

Life Beyond School: Students apply their learning every day as they travel independently, use technology, socialise with friends and make increasingly independent choices. They develop practical strategies that help them recognise risk, seek help appropriately and make safe, informed decisions throughout adolescence and adult life.

Transferable Skills: Students strengthen critical thinking, decision-making, resilience, communication, self-management and risk assessment. They learn to evaluate information carefully, consider consequences, solve problems and make responsible choices that support both personal wellbeing and the safety of others.

Resources

What books, websites, videos and materials will support our learning?

Teaching and learning throughout this enquiry are supported through a range of high-quality resources that help students develop the knowledge, confidence and practical skills needed to assess risk and make safe, informed decisions.

Assessment

How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, focusing on students' ability to apply knowledge confidently to realistic situations. Students demonstrate their understanding through discussion, scenario-

• PSHE Association – Personal safety, risk management and safeguarding resources. • NSPCC – Keeping children safe, recognising abuse and seeking support. • Childline – Advice on staying safe, managing peer pressure and getting help. • CEOP Education – Online safety, digital resilience and reporting concerns. • St John Ambulance – Basic first aid, emergency response and accident prevention. • Think! Road Safety – Government road safety campaigns and educational resources. • NHS Better Health – Information about healthy choices, vaping, alcohol and substance awareness. • Teacher modelling, scenario-based learning, case studies, role-play activities, retrieval practice and safeguarding guidance.	based decision making, role-play, reflective activities, case studies and collaborative problem-solving tasks. Regular opportunities for self-assessment and teacher feedback encourage students to reflect upon their decision-making, identify appropriate responses to risk and develop increasing confidence in applying safeguarding strategies within everyday life. 50% Substantive Knowledge: Students demonstrate secure understanding of different types of risk, safeguarding, peer influence, emergency procedures, online safety, substance awareness, trusted adults, support services and practical strategies that promote personal safety and wellbeing. 50% Disciplinary Knowledge and Application: Students apply their understanding by evaluating risk, weighing up consequences, justifying safe decisions and selecting appropriate courses of action within a range of realistic scenarios. They demonstrate increasing confidence in recognising safeguarding concerns, communicating effectively, seeking support appropriately and making informed decisions that protect both themselves and others.

Topic 4 Topic	**Puberty and keeping safe**

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

This enquiry supports students as they navigate the physical, emotional and social changes of adolescence, developing the knowledge and confidence to understand their changing bodies whilst making informed decisions that promote health, wellbeing and personal safety. Students revisit prior learning from Key Stage 2 before extending their understanding of puberty, personal development and safeguarding in greater depth.

Throughout the enquiry, students develop an appreciation that puberty is a natural stage of human development experienced differently by every individual. Alongside this, they explore personal boundaries, consent, respectful relationships and strategies for keeping themselves safe both online and offline. They consider how growing independence brings increasing responsibility, encouraging them to become informed, respectful and confident young people who understand both their rights and their responsibilities.

By the end of the enquiry, students are equipped with the knowledge, confidence and practical skills needed to manage change positively, seek support when required and make responsible decisions as they become increasingly independent. This learning establishes important foundations for future relationships, health education and personal development throughout Key Stage 3 and beyond.

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

Students begin by revisiting their understanding of puberty as a natural stage of human development, exploring how physical, emotional and hormonal changes occur during adolescence and recognising that these changes happen at different times and rates for different people.

Throughout this enquiry, students explore questions including:

- What happens to our bodies during puberty?
- Why do our emotions sometimes change during adolescence?
- How can I look after my physical and emotional wellbeing?
- What are healthy personal boundaries?
- What does consent mean in everyday situations?
- How can I recognise unsafe situations and seek help?
- How can I stay safe online whilst communicating respectfully?
- What responsibilities come with increasing independence?

Students investigate the physical and emotional changes associated with puberty, considering how hormones influence growth, emotions, self-esteem and relationships. They develop practical strategies for maintaining personal hygiene, managing emotional wellbeing and understanding that adolescence is experienced differently by every individual.

The enquiry then explores respectful relationships, personal boundaries and consent, encouraging students to recognise appropriate and inappropriate behaviours whilst developing the confidence to protect themselves and others. Students investigate safeguarding, trusted adults and reporting concerns before applying this understanding to a range of situations, including school, home, public spaces and online environments.

As students become increasingly independent, they consider how responsible decision-making contributes to lifelong health, wellbeing and personal safety. They develop confidence in recognising risk, communicating respectfully and making informed choices that support both themselves and those around them.

Substantive knowledge is explicitly developed through students' understanding of puberty, hormones, physical and emotional development, hygiene, self-care, self-esteem, boundaries, consent, safeguarding, trusted adults, online safety, digital footprints, healthy relationships, risk and personal responsibility.

Disciplinary knowledge develops as students apply this understanding to realistic situations by evaluating risk, recognising safeguarding concerns, interpreting social situations, communicating respectfully, making informed decisions and justifying appropriate responses. Through discussion, scenario-based learning and reflection, students strengthen their ability to apply knowledge confidently to everyday life whilst demonstrating increasing independence and personal responsibility.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including puberty, adolescence, hormones, development, hygiene, self-care, self-esteem, boundaries, consent, safeguarding, trusted adult, online safety, digital footprint, privacy, responsibility, risk and independence.

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

Students build upon their Key Stage 2 understanding of human growth, body awareness, emotions, trusted adults and personal safety, alongside their Year 7 learning about emotional wellbeing, healthy friendships and managing risk. Previous learning has introduced respect, boundaries, online safety and resilience, providing a secure foundation for exploring puberty, safeguarding and growing independence in greater depth.

Pitch Up
How will we challenge ourselves?

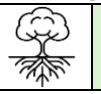
Students move beyond describing the physical changes associated with puberty by making informed judgements in increasingly complex situations involving boundaries, peer influence, safeguarding and online communication. They evaluate realistic scenarios, justify appropriate responses using evidence and values, and develop the confidence to discuss sensitive issues respectfully whilst recognising that everyone's experiences of growing up are unique.

Students are encouraged to think critically, challenge misconceptions and demonstrate increasing maturity when discussing sensitive topics. As the enquiry progresses, they become more independent in applying their knowledge to unfamiliar situations, recognising that thoughtful decision-making is a key life skill that extends well beyond the classroom.

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

This enquiry provides essential foundations for future learning about healthy relationships, consent, sexual health, mental wellbeing, safeguarding, online safety and responsible decision-making throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for increasing independence, healthy relationships and informed participation within modern society.

As students progress through the curriculum, these concepts are revisited in greater depth, allowing them to build increasingly sophisticated understanding of personal responsibility, respectful relationships and safeguarding. The enquiry also contributes to students becoming healthy, informed and active citizens who are prepared for the opportunities and challenges of adult life.



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

Students deepen their understanding by exploring the science of adolescent development, including hormones, brain development and emotional regulation. They investigate how safeguarding systems, public health campaigns and legal protections help keep young people safe whilst considering how technology, culture and society influence growing up in the modern world.

Students also explore how sleep, nutrition, physical activity and positive relationships contribute to lifelong health and wellbeing. Through current research, awareness campaigns and real-life case studies, they recognise that understanding their own development enables them to make informed choices, build resilience and support the wellbeing of others.

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 identity and recognise that everyone experiences growth and development differently. They develop self-awareness, confidence and respect for themselves and others whilst appreciating that change is a natural and positive part of life. Students explore the importance of respect, dignity and equality during adolescence. They develop empathy by recognising that puberty affects everyone differently and consider how healthy boundaries, consent, safeguarding and mutual respect contribute to safe and positive relationships. Students also develop an appreciation of diversity by recognising that cultural, family and personal experiences of growing up may differ.

Cross-Curricular Connections: This enquiry strengthens links with Science through human reproduction, hormones and adolescent development, PE through healthy lifestyles and personal wellbeing, Religion and Worldviews through respect, dignity and relationships, Digital Literacy through online safety and digital responsibility, and Citizenship through safeguarding, rights and responsibilities.

Skills Builder: Planning, Leadership and Listening
Students develop planning by taking responsibility for their own health and wellbeing, leadership by modelling respectful behaviour and supporting others appropriately, and listening by engaging sensitively with different experiences and perspectives during discussion.

Careers: School Nurse, Paediatric Nurse and Safeguarding Lead
Students explore how healthcare and safeguarding professionals support young people through physical, emotional and social development. These careers demonstrate the importance of empathy, communication, confidentiality and professional responsibility in promoting health, wellbeing and personal safety.

Life Beyond School: Students apply their learning every day as they experience the physical and emotional changes of adolescence. They develop the confidence to manage personal hygiene, understand their changing bodies, establish healthy boundaries, seek support when needed and make informed decisions that promote lifelong health and wellbeing.

Transferable Skills: Students strengthen self-awareness, resilience, communication, respectful discussion, decision-making and self-management. They develop the confidence to ask questions appropriately, evaluate information critically and make informed choices that support both their own wellbeing and the wellbeing of 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 – Relationships, puberty and safeguarding resources. • NHS – Puberty, adolescent health and emotional wellbeing guidance. • Brook – Growing up, puberty and healthy relationships. • NSPCC – Safeguarding, healthy boundaries and keeping children safe. • Childline – Advice and support on puberty, emotions and personal safety. • CEOP Education – Online safety, digital responsibility and reporting concerns.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of puberty, healthy development and safeguarding, and their ability to apply this knowledge confidently in realistic situations. Students demonstrate their learning through structured discussion, scenario-based decision-making, reflective activities, retrieval practice, case studies, collaborative tasks and extended written responses where appropriate.

• Teacher modelling, anatomical diagrams, safeguarding scenarios, discussion activities and reflective case studies. • Knowledge organisers, retrieval practice, self-reflection tasks and age-appropriate educational videos.	Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their developing understanding, challenge misconceptions and apply their learning to promote their own health, wellbeing and personal safety. Assessment supports students in becoming increasingly confident, responsible and informed as they move through adolescence. 50% Substantive Knowledge: Students demonstrate secure understanding of puberty, physical and emotional development, personal hygiene, healthy relationships, consent, personal boundaries, safeguarding, online safety, trusted adults and the practical strategies that promote lifelong health, wellbeing and personal safety. 50% Disciplinary Knowledge: Students apply their understanding by evaluating realistic situations, recognising appropriate and inappropriate behaviours, assessing risk, communicating respectfully, making informed decisions and selecting appropriate safeguarding responses. They demonstrate increasing confidence in applying their knowledge to protect themselves, respect the rights and boundaries of others and seek appropriate support when required.

Term 5 Topic		**Influences on Relationships**

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

This enquiry explores the many influences that shape our understanding of relationships, helping students recognise how family, friends, culture, the media and online environments can affect attitudes, expectations and behaviour. As young people become increasingly independent, they are exposed to a wide range of messages about relationships, identity and belonging. Students learn that not every influence is positive or accurate and develop the confidence to question, evaluate and make informed decisions.

Throughout the enquiry, students investigate how relationships are influenced by both personal experiences and wider society. They develop critical thinking skills that enable them to recognise positive role models, challenge unhealthy stereotypes and build respectful, healthy relationships based upon their own values rather than external pressure. By the end of the enquiry, students understand that healthy relationships are shaped by informed choices, mutual respect and personal responsibility.

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

Students begin by exploring the wide range of influences that shape attitudes towards relationships, recognising that family, friendships, culture, religion, communities, the media and online environments all contribute to the way people think, behave and interact with others.

Throughout this enquiry, students explore questions including:

- What influences our understanding of relationships?
- How do family, friends and culture shape our values?
- How can peer pressure affect our decisions?
- How does social media influence our expectations of relationships?
- Can online content always be trusted?
- How do positive role models influence behaviour?
- How can I make independent, informed choices?
- How can I manage unwanted influence whilst maintaining healthy relationships?

Students investigate both positive and negative influences on relationships, recognising that support, encouragement and positive role models can strengthen wellbeing, whilst pressure, manipulation and unrealistic expectations can damage confidence and decision-making. They evaluate how peer influence, social media, influencers and popular culture can shape perceptions of relationships, appearance and behaviour, learning to identify unrealistic or misleading portrayals. The enquiry also explores the importance of family values, cultural diversity and community influences, encouraging students to appreciate that people may hold different beliefs and experiences whilst still demonstrating respect and empathy. Students develop practical strategies for recognising unhealthy influence, resisting pressure, communicating assertively and seeking support when required.

As students become increasingly independent, they reflect upon their own values and develop the confidence to evaluate influences critically, recognising that respectful, healthy relationships are built upon informed choices rather than external expectations.

Substantive knowledge is explicitly developed through students' understanding of healthy relationships, peer influence, social pressure, media influence, cultural values, family expectations, role models, manipulation, coercion, safeguarding, assertiveness, personal values and informed decision-making. Disciplinary knowledge develops as students critically evaluate different influences, interpret media messages, analyse realistic scenarios, justify independent decisions and apply their understanding to unfamiliar situations. Through discussion, debate, case studies and reflective activities, students strengthen their ability to question assumptions, challenge stereotypes and make thoughtful decisions that support positive relationships and personal wellbeing.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including influence, pressure, manipulation, coercion, stereotype, media, social media, culture, diversity, values, expectations, assertiveness, role model, respect, empathy and independence.

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

Pitch Up
How will we challenge ourselves?

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Students build upon their understanding of emotional wellbeing, healthy friendships, managing risk, puberty and safeguarding developed throughout earlier Year 7 enquiries. Previous learning has introduced concepts including respect, trust, consent, boundaries, peer pressure and resilience, providing a strong foundation for exploring how relationships can be influenced by personal experiences, social expectations and wider cultural factors. Students also draw upon their growing understanding of online safety and responsible decision-making.	Students move beyond recognising different influences by critically evaluating their impact on attitudes, behaviours and decision-making. They compare differing viewpoints, challenge stereotypes and justify independent choices using evidence, values and respectful discussion. Students are encouraged to reflect upon their own beliefs whilst recognising that responsible decision-making requires confidence, critical thinking and the ability to question information rather than accepting it at face value.

Wider Framework

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

This enquiry provides important foundations for future learning about healthy romantic relationships, consent, safeguarding, exploitation, online safety and emotional wellbeing throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework by developing critical thinking, resilience and responsible decision-making. The enquiry also prepares students to navigate increasingly complex social situations whilst maintaining healthy relationships built upon respect, equality and personal integrity.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from psychology, sociology, media studies and health education. They investigate how peer pressure, conformity, attachment, self-esteem and social learning influence behaviour, alongside examining how media, advertising and social media shape expectations of relationships and identity. Students also consider how family traditions, religion, culture and community values contribute to different perspectives on relationships, recognising that respectful dialogue and empathy are essential within a diverse society.

Authentic connections

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

Students reflect upon their own values, beliefs and identity, considering how these develop over time through personal experiences and relationships. They recognise the importance of remaining true to their values whilst respecting the diverse beliefs and experiences of others. Students develop empathy and respect by recognising how different cultures, families and communities influence attitudes towards relationships. They explore equality, inclusion and responsibility whilst considering the importance of challenging stereotypes, prejudice and discrimination.

Cross-Curricular Connections: This enquiry strengthens links with English through analysing relationships and character motivation, Digital Literacy through media literacy and online influence, Religion and Worldviews through cultural values and beliefs, Science through adolescent development and emotional wellbeing, and Citizenship through equality, diversity and responsible participation in society.

Skills Builder: Creativity, Speaking and Adapting: Students develop creativity by exploring different perspectives and solutions to relationship scenarios, speaking through respectful discussion and debate, and adapting by developing confidence to make independent choices despite external pressures.

Careers: Youth Worker, Counsellor and Media Literacy Educator

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Students explore how professionals support young people in developing healthy relationships, emotional resilience and critical thinking. These careers demonstrate the importance of communication, safeguarding and helping individuals recognise and respond positively to social and media influences.

Life Beyond School: Students apply their learning every day as they interact with friends, family, online communities and the wider world. They develop the confidence to question unrealistic expectations, recognise positive role models, make informed decisions and build healthy relationships based upon respect, honesty and personal values.

Transferable Skills: Students strengthen critical thinking, communication, resilience, decision-making, empathy and self-awareness. They develop the confidence to evaluate information, challenge unhealthy influences and make responsible choices that support positive relationships throughout education, employment and adult life.

Resources
What books, websites, videos and materials will support our learning?

- PSHE Association – Relationships, media influence and healthy relationship resources.
- Childnet International – Media literacy, online relationships and digital wellbeing.
- CEOP Education – Online influence, social media safety and reporting concerns.
- NSPCC – Healthy relationships, safeguarding and recognising manipulation.
- Childline – Advice and support on friendships, relationships and peer pressure.
- BBC Bitesize PSHE – Relationships, media influence and personal development.
- Teacher modelling, case studies, discussion scenarios, media analysis and role-play activities.
- Knowledge organisers, retrieval practice, reflective journals and age-appropriate video clips.

Assessment
How will we show what we know, remember and can apply?

Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of the influences that shape relationships and their ability to apply this knowledge within realistic situations. Students demonstrate their learning through structured discussion, media analysis, case studies, scenario-based decision-making, reflective activities, retrieval practice and collaborative enquiry.

Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their own values, evaluate different influences critically and apply their learning when making informed decisions about relationships. As students progress through the enquiry, they demonstrate increasing confidence in challenging stereotypes, recognising manipulation and making respectful, independent choices.

50% Substantive Knowledge: Students demonstrate secure understanding of the factors that influence relationships, including family, peers, culture, media, social media, role models, personal values, manipulation, peer pressure, safeguarding and strategies for maintaining healthy, respectful relationships.

50% Disciplinary Knowledge: Students apply their understanding by critically evaluating different influences, analysing media messages, recognising unhealthy relationship dynamics, making informed decisions and justifying appropriate responses to realistic scenarios. They demonstrate increasing confidence in thinking independently, communicating respectfully and

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	applying their learning to support positive relationships and personal wellbeing.

Term 6 Topic		**Financial Decisions**

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

This enquiry introduces students to the principles of financial literacy, helping them understand how money influences everyday life and the importance of making informed financial decisions. As students become increasingly independent, they begin to make more choices about spending, saving and managing money. This enquiry develops the knowledge, confidence and critical thinking needed to make responsible financial decisions both now and in the future.

Throughout the enquiry, students explore how financial decisions affect wellbeing, independence and future opportunities. They recognise that money is a limited resource requiring careful planning, budgeting and informed decision-making. By the end of the enquiry, students understand that financial capability is an essential life skill that supports resilience, responsibility and long-term financial wellbeing.

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

Students begin by exploring the purpose of money and its role in everyday life, recognising the different ways people earn, spend, save and manage money. They develop an understanding that financial decisions affect individuals, families and wider society, whilst appreciating that financial wellbeing relies upon thoughtful planning and responsible decision-making.

Throughout this enquiry, students explore questions including:

- Why is money important in everyday life?
- What is the difference between needs and wants?
- How can budgeting help people make better financial decisions?
- Why is saving important for the future?
- How do advertising and social media influence spending?
- What are banks, debit cards, credit and interest?
- How can I avoid financial risks, scams and unnecessary debt?
- How can I become financially responsible and independent?

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Students investigate how budgets are created and why individuals must prioritise essential spending before discretionary purchases. They explore saving, planning ahead and understanding the consequences of financial decisions, recognising that short-term choices often have long-term effects. Students also examine how advertising, influencers, peer pressure and online marketing can influence consumer behaviour, developing the confidence to question persuasive techniques and make independent financial choices.

As the enquiry develops, students are introduced to financial products and services, including bank accounts, debit cards, credit, borrowing and interest. Through practical scenarios, they develop strategies for managing financial risk, recognising scams, avoiding impulsive spending and making informed choices that support financial wellbeing and future independence.

Substantive knowledge is explicitly developed through students' understanding of income, expenditure, budgeting, saving, borrowing, debt, credit, interest, banking, financial products, consumer rights, financial risk, scams, advertising, online spending and financial wellbeing. Disciplinary knowledge develops as students evaluate financial scenarios, compare different spending choices, assess levels of financial risk, interpret financial information and justify responsible decisions. Through discussion, budgeting activities, case studies and real-life scenarios, students strengthen their ability to think critically, solve problems and apply financial knowledge confidently within everyday contexts.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including budget, income, expenditure, saving, debt, borrowing, credit, interest, inflation, taxation, consumer, financial risk, scam, advertising, spending, needs, wants and financial wellbeing.

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

Students build upon their understanding of decision-making, risk, responsibility, peer influence and critical thinking developed throughout earlier Year 7 enquiries. Previous learning about needs and wants, healthy choices, online safety and recognising external influences provides a strong foundation for understanding financial decision-making. Students also draw upon mathematical knowledge of number, percentages and calculations to support budgeting and financial planning.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising simple financial choices by evaluating increasingly complex scenarios involving budgeting, saving, borrowing and consumer decision-making. They compare short-term and long-term consequences, justify financial decisions using evidence and develop the confidence to question advertising, peer influence and online marketing. Students are encouraged to become increasingly independent thinkers who understand that responsible financial behaviour requires planning, critical evaluation and informed judgement.

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

This enquiry provides the foundations for future learning about financial responsibility, employment, taxation, consumer rights, debt, mortgages and personal finance throughout Key Stages 3 and 4. It supports the statutory PSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for increasing independence and adult life. The enquiry

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

Students deepen their understanding by exploring ideas from economics, mathematics, business, media studies and sociology. They investigate how inflation, the cost of living, taxation and consumer confidence influence financial decisions, whilst considering how advertising, influencers and digital marketing shape spending habits. Students also explore the role of banks,

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also contributes to wider aspirations by equipping students with practical financial knowledge that will support future education, employment and lifelong wellbeing.	financial institutions and government in supporting economic stability, recognising that financial decision-making is influenced by both personal choices and wider economic factors.

Authentic connections

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

Students reflect upon the importance of responsibility, self-discipline and long-term thinking when making financial decisions. They consider how personal values influence spending choices and recognise that financial wellbeing is closely linked to independence, confidence and future aspirations. Students explore fairness, responsibility and equality by recognising that financial circumstances differ between individuals and communities. They develop empathy whilst considering the impact of poverty, debt and the cost of living, appreciating the importance of making ethical and informed financial decisions.

Cross-Curricular Connections: This enquiry strengthens links with Mathematics through budgeting, percentages and financial calculations, Business Studies through enterprise and consumer behaviour, Computing through digital banking and cyber security, Citizenship through consumer rights and economic understanding, and Geography through global trade, development and the wider economy.

Skills Builder: Problem Solving, Planning and Leadership
Students develop problem solving by evaluating financial scenarios and identifying appropriate solutions, planning by planning for future goals and aspirations, and leadership by demonstrating responsible decision-making and encouraging positive financial behaviours within collaborative activities.

Careers: Financial Adviser, Accountant and Entrepreneur
Students explore how financial professionals support individuals and organisations to manage money effectively, make informed financial decisions and plan for the future. These careers demonstrate the importance of analytical thinking, communication, ethical responsibility and confident decision-making when managing finances.

Life Beyond School: Students apply their learning every day through spending choices, saving money, online purchasing and increasing financial independence. They develop the confidence to budget effectively, recognise financial risk, question persuasive advertising and make informed decisions that will support their future education, employment and adult life.

Transferable Skills: Students strengthen critical thinking, financial literacy, decision-making, organisation, problem-solving and independent thinking. They develop practical life skills that enable them to evaluate financial information, manage resources responsibly and make informed choices throughout 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 education and economic wellbeing resources. • Young Money – Financial capability and money management resources for schools. • MoneyHelper – Budgeting, saving and financial wellbeing guidance. • Bank of England Education – Understanding money, inflation and the UK economy. • Martin Lewis' MoneySavingExpert – Age-appropriate consumer awareness and budgeting advice. • Citizens Advice – Consumer rights, scams and financial guidance. • Teacher modelling, budgeting activities, real-life financial scenarios, case studies and discussion tasks. • Knowledge organisers, retrieval practice, budgeting templates and financial decision-making activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of financial concepts and their ability to apply this knowledge confidently in realistic situations. Students demonstrate their learning through budgeting activities, case studies, scenario-based decision-making, collaborative investigations, retrieval practice, reflective tasks and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their financial decision-making, evaluate different approaches to managing money and apply their learning to everyday situations. As students' progress through the enquiry, they demonstrate increasing confidence in budgeting, recognising financial risk and making informed financial decisions that support both immediate needs and future aspirations. 50% Substantive Knowledge: Students demonstrate secure understanding of income, expenditure, budgeting, saving, borrowing, banking, credit, debt, financial products, consumer rights, advertising, online spending, financial risk and the practical strategies that support responsible money management. 50% Disciplinary Knowledge: Students apply their understanding by evaluating financial scenarios, interpreting financial information, comparing different spending and saving choices, recognising financial risk and justifying informed decisions using evidence. They demonstrate increasing confidence in budgeting responsibly, questioning external influences and applying financial knowledge to real-life situations that promote long-term financial wellbeing.