New Line Learning Academy
Believe and Achieve

PSHE Curriculum Intent

Year 8

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

Health and Wellbeing

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

This enquiry develops students' understanding of the many factors that influence health and wellbeing, encouraging them to recognise that physical, emotional and social health are closely interconnected. Building upon their Year 7 learning, students move beyond identifying healthy habits to evaluating how everyday decisions, lifestyle choices and wider environmental influences affect both immediate and long-term wellbeing.

Throughout the enquiry, students investigate how nutrition, physical activity, sleep, emotional wellbeing and environmental factors contribute to a healthy lifestyle. They develop the confidence to make informed decisions, critically evaluate health information and recognise that positive wellbeing is achieved through balance, resilience and responsible choices. By the end of the enquiry, students appreciate that maintaining good health requires lifelong reflection, informed decision-making and personal responsibility.

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

Students begin by developing a broader understanding of health and wellbeing, recognising that good health extends beyond physical fitness to include emotional, mental and social wellbeing. They explore how daily routines, personal choices and wider environmental factors interact to influence overall quality of life.

Throughout this enquiry, students explore questions including:

- What does it really mean to be healthy?
- How do food, exercise and sleep affect physical and mental wellbeing?
- How do emotions influence our health?
- How can stress be recognised and managed positively?
- How do healthy relationships support wellbeing?
- How does climate change affect human health and wellbeing?
- How can I make informed lifestyle choices that support my future health?

Students investigate how balanced nutrition, regular physical activity, quality sleep and positive relationships contribute to healthy development. They explore emotional wellbeing, recognising that mental health exists on a continuum and that everyone experiences periods of challenge. Students consider practical strategies for maintaining positive wellbeing, including stress management, healthy routines and seeking support when required.

The enquiry also broadens students' understanding of wider influences on health by investigating environmental issues, including the impact of climate change on physical health, mental wellbeing and communities across the world. Students reflect upon how both personal actions and collective responsibility contribute to creating healthier environments for future generations.

Substantive knowledge is explicitly developed through students' understanding of physical health, mental wellbeing, nutrition, exercise, sleep, stress, emotional regulation, resilience, lifestyle choices, environmental health, climate change, healthy routines, support networks and long-term wellbeing. Disciplinary knowledge develops as students evaluate health information, analyse lifestyle choices, interpret health-related scenarios and justify informed decisions using evidence. Through discussion, reflection, case studies and practical activities, students strengthen their ability to critically evaluate information, challenge misconceptions and apply their learning confidently to everyday life.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including wellbeing, resilience, nutrition, balanced diet, lifestyle, stress, emotional regulation, mental health, physical health, environmental health, sustainability, climate change, prevention, wellbeing strategies 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?

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Students build upon their Year 7 understanding of emotional wellbeing, healthy friendships, managing risk, puberty and personal responsibility. They already recognise the importance of healthy routines, resilience, trusted adults and informed decision-making. This enquiry extends that understanding by exploring the interconnected nature of physical, emotional and environmental health whilst encouraging students to evaluate the long-term consequences of lifestyle choices.	Students move beyond identifying healthy behaviours by evaluating increasingly complex health issues and considering how multiple factors interact to influence wellbeing. They compare different sources of health information, justify lifestyle choices using evidence and critically evaluate the reliability of advice encountered through social media, advertising and wider society. Students develop increasing independence in making informed decisions that support lifelong health and wellbeing.

Wider Framework

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

This enquiry provides essential foundations for future learning about mental health, healthy relationships, substance misuse, financial wellbeing and independent living throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to make informed choices that positively influence both their own health and the wellbeing of others. The enquiry also encourages students to recognise the wider links between personal wellbeing, community health and global sustainability.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students deepen their understanding by exploring ideas from public health, nutrition, psychology, environmental science and medicine. They investigate current research into adolescent health, sleep, physical activity and emotional wellbeing whilst considering how climate change, pollution and environmental sustainability influence health both nationally and globally. Students also examine national public health campaigns and the role of governments, healthcare professionals and communities in promoting healthier lifestyles.

Authentic connections

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

Students reflect upon their own wellbeing, recognising that maintaining good physical and mental health requires balance, self-awareness and thoughtful decision-making. They consider how healthy habits contribute to personal fulfilment and resilience throughout life. Students develop empathy by recognising that health and wellbeing are influenced by social, economic and environmental factors that affect people differently. They consider the importance of fairness, responsibility and community action in promoting healthier lives for everyone.

This enquiry strengthens links with Science through nutrition, body systems and environmental science, PE through exercise and healthy lifestyles, Geography through climate change and sustainability, Food Technology through healthy eating and nutrition, and Religion and Worldviews through stewardship, responsibility and caring for others.

Skills Builder: Planning, Teamwork and Listening
Students develop planning by creating realistic strategies for improving their wellbeing, teamwork through collaborative discussions and health investigations, and listening by considering different perspectives and responding respectfully during discussion.

Careers: Dietitian, Public Health Practitioner and Environmental Health Officer

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Students explore how professionals promote healthy lifestyles, improve community wellbeing and protect public health through education, research and environmental management. These careers demonstrate the importance of scientific understanding, communication and evidence-based decision-making in improving people's lives.

Life Beyond School: Students apply their learning every day through the choices they make about nutrition, exercise, sleep, emotional wellbeing and lifestyle. They develop practical strategies that help them build healthy habits, manage stress positively and make informed decisions that support lifelong health and wellbeing.

Transferable Skills: Students strengthen critical thinking, self-management, communication, planning, resilience and decision-making. They develop the confidence to evaluate health information critically, set realistic personal goals and make informed lifestyle choices that will benefit them throughout education, employment and adult life.

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

- PSHE Association – Health and Wellbeing resources.
- NHS Better Health – Nutrition, sleep, exercise and healthy lifestyle guidance.
- Every Mind Matters – Mental wellbeing and resilience resources.
- British Nutrition Foundation – Healthy eating and nutritional education.
- Public Health England (Office for Health Improvement and Disparities) – Public health campaigns and adolescent health resources.
- WWF Education – Climate change and environmental wellbeing resources.
- Teacher modelling, health case studies, lifestyle investigations, discussion activities and reflective journals.
- Knowledge organisers, retrieval practice and wellbeing planning activities.

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 health and wellbeing and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, reflective activities, health investigations, scenario-based decision-making, retrieval practice, collaborative tasks and extended written responses where appropriate.

Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their own lifestyle choices, evaluate health information critically and apply their learning to improve both their own wellbeing and that of others. As students' progress through the enquiry, they demonstrate increasing confidence in making informed, evidence-based decisions that promote healthy, balanced and sustainable lifestyles.

50% Substantive Knowledge: Students demonstrate secure understanding of physical health, mental wellbeing, nutrition, exercise, sleep, emotional regulation, resilience, healthy routines, environmental health, climate change and the factors that contribute to lifelong wellbeing.

50% Disciplinary Knowledge: Students apply their understanding by evaluating health information, analysing lifestyle choices, recognising factors that influence wellbeing, justifying informed decisions and applying

	evidence-based strategies to promote healthy, balanced and sustainable lifestyles. They demonstrate increasing confidence in thinking critically about health messages and making responsible decisions that positively influence their own wellbeing and that of the wider community.

Term 2 Enquiry		**The Online World**

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

This enquiry explores how digital technology shapes modern life, helping students become informed, responsible and critical users of the online world. As technology becomes increasingly embedded within education, communication and entertainment, students investigate how online platforms influence behaviour, relationships, opinions and decision-making.

Throughout the enquiry, students develop a deeper understanding of digital citizenship, recognising both the opportunities and challenges presented by life online. They explore how algorithms, targeted content, online communication and digital footprints influence everyday experiences whilst developing the confidence to question information, protect themselves and contribute positively to online communities. By the end of the enquiry, students understand that responsible digital participation requires critical thinking, respectful behaviour and informed decision-making.

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

Students begin by developing a broader understanding of the online world, recognising how the internet connects people, businesses and communities across the globe whilst influencing many aspects of everyday life. They consider how digital technologies support communication, learning, entertainment and employment, alongside the responsibilities that accompany increased online participation.

Throughout this enquiry, students explore questions including:

- How does the internet shape modern life?
- How can I protect my personal information online?
- What makes online communication respectful and safe?
- Why does my digital footprint matter?
- Can I always trust what I see online?
- How do algorithms and targeted content influence what I think and do?
- How can technology affect my wellbeing?
- What does it mean to be a responsible digital citizen?

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Students investigate how online platforms collect and use personal data, recognising how algorithms, cookies and targeted advertising influence the content they see. They explore how digital footprints develop over time and consider the long-term impact that online behaviour can have upon future education, employment and personal reputation.

The enquiry also develops students' understanding of media literacy by encouraging them to evaluate online information critically. Students investigate misinformation, bias, persuasive techniques and online influence, learning to compare sources, question reliability and recognise that not all digital content is trustworthy. Finally, students reflect upon the relationship between technology and wellbeing, considering how screen time, social media, comparison and online relationships can affect emotions, confidence and mental health. They develop practical strategies for maintaining a healthy balance between online and offline life whilst contributing positively to digital communities.

Substantive knowledge is explicitly developed through students' understanding of digital citizenship, online safety, personal data, privacy, algorithms, digital footprints, cyberbullying, misinformation, media literacy, online wellbeing, targeted advertising, artificial intelligence, digital identity and responsible online behaviour. Disciplinary knowledge develops as students evaluate online information, analyse digital content, assess online risks, interpret realistic scenarios and justify informed decisions using evidence. Through discussion, media analysis, case studies and scenario-based learning, students strengthen their ability to think critically, question digital information and apply responsible decision-making within increasingly complex online environments.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including algorithm, digital footprint, privacy, data, cookies, cyberbullying, misinformation, disinformation, bias, influence, media literacy, artificial intelligence, online reputation, digital citizenship and targeted advertising.

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

Students build upon their Year 7 understanding of personal safety, healthy relationships, managing risk, respectful communication and responsible decision-making. Previous learning has introduced online safety, trusted adults, safeguarding and recognising risk, providing a secure foundation for exploring more sophisticated concepts including digital identity, algorithms, misinformation and critical evaluation of online content. Students also draw upon their growing confidence in applying critical thinking to real-life situations.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising basic online risks by evaluating increasingly complex digital situations involving privacy, misinformation, online influence and digital responsibility. They critically analyse online content, compare the reliability of different sources and justify informed decisions when faced with challenging scenarios. Students are encouraged to become reflective digital citizens who understand not only how to stay safe online, but also how to participate responsibly and ethically within an increasingly connected world.

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

This enquiry provides important foundations for future learning about media literacy, online relationships, safeguarding, financial scams, artificial intelligence, digital law and responsible citizenship throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills

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

Students deepen their understanding by exploring how the internet functions, how search engines and algorithms prioritise information and how organisations collect and use personal data. They investigate current issues including artificial intelligence, misinformation, online influencers, cyber

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Builder Framework whilst preparing students for further education, employment and life within an increasingly digital society. The enquiry also develops transferable skills that will be essential within almost every future career.

security and digital ethics whilst considering how technology continues to transform communication, democracy, business and everyday life. Students also explore how legislation and safeguarding frameworks help protect individuals within digital environments.

Authentic connections

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

Students reflect upon their own digital identity, recognising how online behaviour reflects personal values, integrity and responsibility. They consider how technology can be used positively to build relationships, support learning and contribute to society. Students explore the ethical responsibilities of participating within online communities, recognising the importance of respect, empathy, equality and digital citizenship. They consider how misinformation, online behaviour and technology influence individuals, communities and democratic society.

This enquiry strengthens links with Computing through cyber security, data and digital systems, English through media literacy and evaluating sources, Citizenship through rights, responsibilities and democracy, Science through artificial intelligence and emerging technologies, and Business through digital marketing, advertising and consumer behaviour.

Skills Builder: Problem Solving, Creativity and Speaking
Students develop problem solving by evaluating online scenarios and identifying appropriate responses, creativity by exploring positive uses of digital technology and creating responsible online content, and speaking through discussion, debate and collaborative evaluation of digital issues.

Careers: Cyber Security Analyst, Digital Forensics Investigator and Social Media Manager
Students explore how professionals protect digital systems, investigate online crime and manage responsible digital communication. These careers demonstrate the importance of analytical thinking, ethical decision-making, communication and technical understanding within an increasingly digital economy.

Life Beyond School: Students apply their learning every day through social media, gaming, messaging, online learning and digital communication. They develop the confidence to protect their personal information, question online content critically, manage their digital reputation and contribute positively to online communities throughout education, employment and adult life.

Transferable Skills: Students strengthen critical thinking, communication, digital literacy, decision-making, resilience and problem-solving. They develop the confidence to evaluate online information, recognise digital risk and use technology responsibly within both personal and professional contexts.

Resources

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

- PSHE Association – Online safety and digital citizenship resources.
- CEOP Education – Online safety, exploitation and reporting concerns.

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 digital

• Childnet International – Digital literacy, cyberbullying and responsible online behaviour. • National Cyber Security Centre (NCSC) – Cyber security education resources. • BBC Bitesize – Media literacy, online safety and misinformation. • Ofcom Media Literacy – Understanding digital media and online influence. • Teacher modelling, media analysis, digital case studies, online scenarios and collaborative discussion activities. • Knowledge organisers, retrieval practice and critical evaluation of online content.	citizenship and their ability to apply this knowledge confidently within realistic online situations. Students demonstrate their learning through discussion, media analysis, scenario-based decision-making, case studies, retrieval practice, collaborative investigations and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their own digital behaviours, evaluate online information critically and apply their learning to increasingly complex online environments. As students progress through the enquiry, they demonstrate increasing confidence in recognising digital risk, challenging misinformation and making informed decisions that support safe, respectful and responsible participation in the online world. 50% Substantive Knowledge: Students demonstrate secure understanding of digital citizenship, online safety, personal data, algorithms, digital footprints, misinformation, cyberbullying, media literacy, online wellbeing, artificial intelligence and the strategies that promote safe and responsible online participation. 50% Disciplinary Knowledge: Students apply their understanding by evaluating online information, analysing digital scenarios, recognising misinformation, assessing online risk and justifying informed decisions using evidence. They demonstrate increasing confidence in thinking critically about digital content, communicating responsibly and applying their knowledge to navigate the online world safely, ethically and independently.

Term 3 Topic		**Lifelong Wellbeing**

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

This enquiry develops students' understanding that wellbeing is not a fixed state but a lifelong journey requiring reflection, resilience and informed decision-making. Building upon previous learning about physical health, emotional wellbeing and healthy relationships, students investigate how everyday choices, life experiences and personal habits contribute to long-term health and happiness.

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Throughout the enquiry, students explore how resilience, self-awareness, positive relationships and healthy lifestyles enable individuals to thrive throughout different stages of life. They develop the confidence to manage change, respond positively to setbacks and recognise that maintaining wellbeing requires ongoing care, reflection and support. By the end of the enquiry, students appreciate that lifelong wellbeing is built through balanced choices, healthy relationships and a commitment to personal growth.

Zoom In

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

Students begin by exploring the meaning of lifelong wellbeing, recognising that physical, emotional, mental and social wellbeing are interconnected and continually influenced by experiences, relationships and lifestyle choices. They investigate how positive wellbeing supports learning, relationships, confidence and future aspirations.

Throughout this enquiry, students explore questions including:

- What does lifelong wellbeing really mean?
- How do emotions influence our everyday lives?
- What makes someone resilient?
- How can I manage stress and challenges positively?
- How do relationships influence wellbeing?
- Why do healthy routines matter throughout life?
- How does identity change over time?
- How can I take responsibility for my own wellbeing?

Students investigate emotional literacy, resilience and self-awareness, recognising that everyone experiences a wide range of emotions throughout life. They explore how thoughts, feelings and behaviours interact, developing practical strategies for recognising emotions, managing stress, responding positively to setbacks and seeking support when required. The enquiry also examines the role of healthy lifestyles, relationships and identity in promoting long-term wellbeing. Students consider how sleep, nutrition, exercise, self-care, positive relationships and a sense of belonging contribute to healthy development whilst recognising that change is a natural part of life. Through reflection and discussion, they begin to understand that lifelong wellbeing is shaped by both personal responsibility and the support of others.

Substantive knowledge is explicitly developed through students' understanding of wellbeing, resilience, emotional regulation, self-awareness, identity, healthy lifestyles, coping strategies, stress management, relationships, self-care, protective factors, support networks, personal responsibility and lifelong health. Disciplinary knowledge develops as students evaluate realistic situations, analyse factors affecting wellbeing, reflect upon their own experiences, compare different coping strategies and justify informed decisions using evidence. Through discussion, reflective activities, case studies and scenario-based learning, students strengthen their ability to apply wellbeing strategies confidently whilst demonstrating increasing independence, empathy and critical thinking.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including wellbeing, resilience, emotional regulation, self-awareness, identity, self-care, coping strategy, protective factors, mental health, stress, resilience, emotional literacy, reflection, support network and lifelong wellbeing.

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

Students build upon their Year 7 understanding of emotional wellbeing, healthy friendships, managing risk, puberty, healthy relationships and personal responsibility, alongside their Year 8 learning about physical health and digital wellbeing. Previous learning has introduced resilience, trusted adults, healthy routines and informed decision-making, providing a secure foundation for exploring wellbeing in greater depth. Students also bring increasing maturity in reflecting upon their own experiences and recognising how their choices influence both present and future wellbeing.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising the factors that influence wellbeing by evaluating increasingly complex situations involving stress, change, relationships and personal responsibility. They compare different strategies for maintaining wellbeing, justify their choices using evidence and reflect critically upon their own strengths, challenges and future aspirations. Students are encouraged to become increasingly independent in managing their wellbeing whilst recognising when support from others may be needed.

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

This enquiry provides essential foundations for future learning about mental health, healthy relationships, substance misuse, financial wellbeing, careers and independent living throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to become resilient, reflective and responsible adults. The enquiry reinforces the importance of lifelong learning, personal responsibility and positive wellbeing as key contributors to success both inside and beyond school.

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

Students deepen their understanding by exploring ideas from psychology, neuroscience, health education and positive psychology. They investigate how the adolescent brain develops, how resilience can be strengthened over time and how public health initiatives promote wellbeing within communities. Students also consider how modern lifestyles, technology, social expectations and significant life events influence wellbeing across different stages of life, recognising that wellbeing requires continual reflection and adaptation.

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

Students reflect upon their own identity, aspirations and personal values, recognising that wellbeing is closely linked to purpose, self-awareness and positive personal growth. They develop confidence in recognising their strengths whilst appreciating that everyone experiences challenges differently. Students develop empathy by recognising the diverse experiences of others and considering how families, communities and wider society influence wellbeing. They explore responsibility, inclusion and respect whilst recognising the importance of supporting others during periods of challenge or change.

This enquiry strengthens links with Science through mental and physical health, PE through healthy lifestyles and resilience, Religion and Worldviews through identity, belonging and purpose, Psychology through emotional development and behaviour, and Citizenship through community wellbeing and public health.

Skills Builder: Adapting, Planning and Leadership
Students develop adapting by building resilience and responding constructively to setbacks, planning by creating realistic strategies to support long-term wellbeing, and leadership by promoting positive wellbeing within their school and wider community.

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Careers: Clinical Psychologist, Occupational Therapist and Wellbeing Practitioner
Students explore how professionals support individuals to improve mental, emotional and physical wellbeing through assessment, intervention and ongoing support. These careers demonstrate the importance of empathy, communication, scientific understanding and evidence-based decision-making in helping others lead healthy and fulfilling lives.

Life Beyond School: Students apply their learning every day as they manage increasing academic demands, friendships, family relationships and personal responsibilities. They develop practical strategies that support resilience, emotional wellbeing and lifelong healthy habits, enabling them to navigate future challenges with confidence and independence.

Transferable Skills: Students strengthen self-awareness, resilience, reflection, communication, decision-making, planning and emotional intelligence. They develop the confidence to evaluate challenges thoughtfully, manage change positively and apply lifelong wellbeing strategies throughout education, employment and adult life.

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

- PSHE Association – Mental health and wellbeing resources.
- NHS Every Mind Matters – Emotional wellbeing and resilience guidance.
- YoungMinds – Mental health support and wellbeing resources.
- Anna Freud Centre – Emotional wellbeing and adolescent mental health.
- Mind – Wellbeing, resilience and mental health education.
- Mental Health Foundation – Research, campaigns and wellbeing strategies.
- Teacher modelling, reflective journals, wellbeing case studies, discussion activities and scenario-based learning.
- Knowledge organisers, retrieval practice and personal wellbeing planning activities.

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 lifelong wellbeing and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, reflective activities, case studies, scenario-based decision-making, retrieval practice, collaborative investigations and extended written responses where appropriate.

Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their own wellbeing, evaluate coping strategies critically and apply their learning to increasingly complex situations. As students progress through the enquiry, they demonstrate increasing confidence in recognising factors that influence wellbeing, managing change positively and making informed decisions that support lifelong health and personal development.

50% Substantive Knowledge: Students demonstrate secure understanding of emotional wellbeing, resilience, healthy lifestyles, self-care, stress management, identity, relationships, support networks, protective factors and the principles that contribute to lifelong physical, emotional and mental wellbeing.

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	50% Disciplinary Knowledge: Students apply their understanding by evaluating factors that influence wellbeing, analysing realistic scenarios, selecting appropriate coping strategies, reflecting critically upon personal experiences and justifying informed decisions using evidence. They demonstrate increasing confidence in applying lifelong wellbeing strategies to support themselves and others whilst developing resilience, independence and emotional maturity.

Topic 4 Topic		**Healthy and Unhealthy Relationships**

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

This enquiry develops students' understanding of what healthy, respectful and safe relationships look like whilst equipping them to recognise behaviours that may be unhealthy, controlling or abusive. As young people become increasingly independent and their relationships become more complex, students investigate how trust, respect, communication and consent form the foundation of positive relationships.

Throughout the enquiry, students explore how relationships develop both online and offline, recognising that healthy relationships should promote safety, equality and mutual respect. They develop the confidence to identify warning signs, establish personal boundaries, seek support when required and make informed decisions that protect both themselves and others. By the end of the enquiry, students appreciate that positive relationships require responsibility, empathy and effective communication throughout life.

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

Students begin by exploring the wide variety of relationships that people experience throughout life, recognising that relationships may exist within families, friendships, peer groups, communities and online spaces. They investigate how positive relationships support wellbeing, confidence and personal development whilst recognising that relationships naturally change and evolve over time.

Throughout this enquiry, students explore questions including:

- What makes a healthy relationship?
- How do trust, respect and communication strengthen relationships?
- What rights and responsibilities do we have within relationships?
- How can I recognise unhealthy or controlling behaviour?
- What are healthy personal boundaries and why do they matter?
- How can I stay safe within online relationships?
- What does consent mean in different situations?

- When should I seek help for myself or someone else?

Students investigate the characteristics of healthy relationships, including kindness, honesty, equality, empathy and mutual respect. They explore how effective communication and appropriate boundaries help build trust whilst recognising that everyone has both rights and responsibilities within relationships. The enquiry then develops students' understanding of unhealthy relationships by examining behaviours such as pressure, manipulation, coercion, controlling behaviour, harassment and inappropriate image-sharing. Students learn to recognise early warning signs, evaluate realistic scenarios and develop practical strategies for responding safely, seeking support and protecting both themselves and others.

Students also investigate online relationships, recognising how digital communication presents both opportunities and risks. They consider privacy, personal information, digital footprints and online consent whilst reflecting upon the importance of respectful behaviour across all forms of communication.

Substantive knowledge is explicitly developed through students' understanding of healthy relationships, respect, trust, communication, consent, boundaries, coercion, manipulation, harassment, image-sharing, online safety, safeguarding, support networks, equality and personal responsibility. Disciplinary knowledge develops as students evaluate relationship scenarios, identify healthy and unhealthy behaviours, interpret different perspectives and justify appropriate responses using evidence and reasoning. Through discussion, role-play, case studies and reflective activities, students strengthen their ability to apply safeguarding principles, communicate assertively and make informed decisions that promote healthy, respectful relationships.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including relationship, trust, respect, communication, boundaries, consent, coercion, manipulation, harassment, equality, safeguarding, image-sharing, online safety, personal responsibility, privacy and support network.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students build upon their Year 7 learning about emotional wellbeing, healthy friendships, puberty, personal safety and the influences that shape relationships, alongside their Year 8 understanding of digital citizenship and online behaviour. Previous learning has introduced respect, trust, resilience, safeguarding and informed decision-making, providing a strong foundation for exploring more complex relationship dynamics, consent and personal responsibility. Students also bring increasing maturity in recognising how relationships influence wellbeing and personal identity.	Students move beyond recognising the characteristics of healthy relationships by evaluating increasingly complex situations involving boundaries, consent, online communication and coercive behaviour. They compare different viewpoints, justify appropriate responses and critically reflect upon how respect, equality and effective communication contribute to healthy relationships. Students develop the confidence to challenge harmful behaviours, seek support appropriately and make informed decisions that protect themselves and others.
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 intimate relationships, consent, exploitation, safeguarding, sexual health and emotional wellbeing throughout Key Stages 3 and 4. It supports the statutory RSHE	Students deepen their understanding by exploring ideas from psychology, sociology, safeguarding and law. They investigate how healthy relationships contribute to wellbeing, how coercive behaviours develop over time and how

curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to develop healthy, respectful relationships throughout adolescence and adult life. The enquiry reinforces the importance of empathy, equality and personal responsibility within modern society.	legislation protects individuals from abuse, harassment and exploitation. Students also examine the influence of media, technology and social expectations on relationships whilst recognising the important role that schools, families, communities and support organisations play in promoting healthy relationships and keeping young people safe.

Authentic connections

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

Students reflect upon their own values, identity and personal boundaries, recognising that healthy relationships are built upon trust, honesty and mutual respect. They consider how empathy, integrity and compassion contribute to positive relationships throughout life. Students explore equality, respect and inclusion by recognising that everyone has the right to feel safe within relationships. They consider the moral responsibility to challenge harmful behaviour, support others appropriately and contribute to communities where respect and dignity are valued.

This enquiry strengthens links with Religion and Worldviews through respect, dignity and human relationships, Science through adolescent development, Digital Literacy through online safety and image-sharing, English through communication and empathy, and Citizenship through rights, responsibilities and safeguarding.

Skills Builder: Leadership, Speaking and Problem Solving
Students develop leadership by modelling respectful behaviours and supporting others, speaking through sensitive discussion and debate, and problem solving by evaluating relationship scenarios and identifying appropriate safeguarding responses.

Careers: Social Worker, Family Support Worker and Safeguarding Officer
Students explore how professionals protect children and families, promote healthy relationships and respond to safeguarding concerns. These careers demonstrate the importance of empathy, communication, ethical judgement and collaborative working when supporting individuals through challenging situations.

Life Beyond School: Students apply their learning every day as they develop friendships, communicate online and become increasingly independent. They develop the confidence to establish healthy boundaries, recognise unhealthy behaviours, seek help when needed and build respectful relationships that support lifelong wellbeing.

Transferable Skills: Students strengthen communication, empathy, critical thinking, decision-making, resilience and self-awareness. They develop the confidence to evaluate relationships thoughtfully, communicate assertively and make informed decisions that support both their own wellbeing and the wellbeing of others.

Resources

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

- PSHE Association – Healthy relationships and consent resources.
- NSPCC – Safeguarding, healthy relationships and recognising abuse.
- Brook – Healthy relationships, consent and relationship education.

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 healthy relationships and their ability to apply this knowledge confidently within

• Childline – Advice on relationships, boundaries and getting support. • CEOP Education – Online relationships, image-sharing and online safety. • The Diana Award – Anti-bullying, respectful relationships and peer support. • Teacher modelling, safeguarding scenarios, role-play activities, case studies and structured discussion. • Knowledge organisers, retrieval practice and reflective relationship journals.	realistic situations. Students demonstrate their learning through discussion, scenario-based decision-making, role-play, safeguarding case studies, retrieval practice, 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. As students' progress through the enquiry, they demonstrate increasing confidence in recognising unhealthy behaviours, establishing healthy boundaries and making informed decisions that promote safe, respectful and positive relationships. 50% Substantive Knowledge: Students demonstrate secure understanding of healthy relationships, trust, communication, consent, boundaries, coercion, harassment, image-sharing, online safety, safeguarding, support networks and the characteristics that promote respectful, positive relationships. 50% Disciplinary Knowledge: Students apply their understanding by evaluating relationship scenarios, recognising healthy and unhealthy behaviours, interpreting different perspectives, justifying appropriate safeguarding responses and making informed decisions that protect themselves and others. They demonstrate increasing confidence in communicating respectfully, establishing boundaries and applying relationship knowledge within everyday life.

Term 5 Topic		**Mental Health and Wellbeing**

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

This enquiry develops students' understanding of mental health and wellbeing, enabling them to recognise that mental health is a normal part of everyday life that everyone experiences differently. Building upon previous learning about emotional wellbeing, healthy lifestyles and resilience, students develop a deeper understanding of how thoughts, feelings, behaviours and life experiences interact to influence mental wellbeing.

Throughout the enquiry, students explore practical strategies for maintaining positive mental health, managing challenges and supporting others safely and appropriately. They investigate how relationships, school, social media, identity and lifestyle choices can influence wellbeing, whilst developing the confidence to

seek support when needed. By the end of the enquiry, students recognise that good mental health requires lifelong reflection, resilience and informed decision-making, and that asking for help is a sign of strength rather than weakness.

Zoom In

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

Students begin by developing a deeper understanding of emotions and mental health, recognising that everyone experiences a range of emotions throughout life and that mental health exists on a continuum rather than as something people either have or do not have. They investigate how emotional wellbeing changes over time and how positive mental health supports learning, relationships and overall quality of life.

Throughout this enquiry, students explore questions including:

- What is mental health and why does everyone have it?
- How can I recognise and understand my emotions?
- What helps people cope with stress and everyday challenges?
- How do relationships, school and social media influence wellbeing?
- How can I challenge stigma surrounding mental health?
- How do people respond differently to change, loss and pressure?
- When should I seek help for myself or someone else?
- How can I build resilience that supports lifelong wellbeing?

Students investigate emotional regulation, stress management and self-care, developing practical strategies that promote positive wellbeing and resilience. They explore how healthy routines, supportive relationships, physical activity, sleep and balanced lifestyles contribute to long-term mental health, whilst recognising that challenges and setbacks are a normal part of life.

The enquiry also examines how mental health may be influenced by school pressures, friendships, family circumstances, identity and social media. Students evaluate the impact of stigma, stereotypes and misinformation surrounding mental health, learning how to challenge misconceptions respectfully whilst recognising the importance of empathy, inclusion and appropriate support. As students' progress through the enquiry, they develop increasingly sophisticated coping strategies, reflecting upon their own wellbeing and recognising when additional support may be needed. They investigate the role of schools, healthcare professionals, charities and support organisations in promoting positive mental health and learn how to access help confidently and appropriately.

Substantive knowledge is explicitly developed through students' understanding of mental health, emotional wellbeing, resilience, emotional regulation, coping strategies, self-esteem, identity, stigma, anxiety, stress, support services, self-care, protective factors, wellbeing plans and long-term mental health. Disciplinary knowledge develops as students evaluate realistic scenarios, analyse factors affecting mental wellbeing, compare different coping strategies and justify informed decisions using evidence and reflection. Through discussion, case studies, role-play and reflective activities, students strengthen their ability to think critically about mental health, communicate sensitively and apply practical strategies that support both their own wellbeing and that of others.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including mental health, wellbeing, resilience, emotional regulation, self-esteem, identity, stigma, anxiety, stress, coping strategy, protective factors, self-care, support network, emotional literacy, resilience and help-seeking.

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

Students build upon their Year 7 learning about emotional wellbeing, healthy friendships, managing risk and puberty, alongside their Year 8 understanding of physical health, lifelong wellbeing and healthy relationships. Previous learning has introduced resilience, self-awareness, healthy routines, safeguarding, trusted adults and responsible decision-making, providing a secure foundation for exploring mental health in greater depth. Students also bring increasing maturity in recognising how emotions, relationships and lifestyle choices influence wellbeing over time.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising emotions by evaluating increasingly complex situations involving stress, anxiety, identity, relationships and life changes. They critically analyse different coping strategies, compare support options and justify decisions using evidence and reflection. Students are encouraged to challenge stigma, communicate sensitively about mental health and become increasingly independent in managing their own wellbeing whilst recognising when professional support may be required.

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

This enquiry provides essential foundations for future learning about mental illness, healthy relationships, substance misuse, independent living and emotional wellbeing throughout Key Stages 3 and 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to become resilient, reflective and emotionally literate young adults. The enquiry also promotes lifelong habits that contribute to healthy relationships, successful learning and positive participation within society.

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

Students deepen their understanding by exploring ideas from psychology, neuroscience, psychiatry and public health. They investigate how the brain responds to stress, how resilience develops over time and how early intervention can improve long-term wellbeing. Students also examine current mental health campaigns, the work of charities and healthcare professionals, and the ways schools, communities and governments promote positive mental health whilst challenging stigma and discrimination.

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

Students reflect upon their own identity, strengths and personal growth, recognising that wellbeing is influenced by self-awareness, resilience and the ability to respond positively to life's challenges. They develop confidence in recognising their own needs whilst respecting the experiences of others. Students develop empathy by recognising that mental health affects everyone differently. They explore the importance of compassion, inclusion and challenging stigma whilst considering how families, schools and communities can work together to promote positive wellbeing and support those experiencing difficulties.

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This enquiry strengthens links with Science through brain development and mental health, PE through healthy lifestyles and resilience, Religion and Worldviews through identity, belonging and compassion, Psychology through behaviour and emotional development, and Citizenship through public health, equality and community support.

Skills Builder: Listening, Adapting and Problem Solving
Students develop listening by responding sensitively to the experiences of others, adapting by developing resilience and constructive coping strategies, and problem solving by evaluating realistic wellbeing scenarios and selecting appropriate courses of action.

Careers: Mental Health Nurse, Clinical Psychologist and Counsellor
Students explore how professionals support individuals experiencing emotional and mental health challenges through assessment, intervention and ongoing care. These careers demonstrate the importance of empathy, communication, scientific understanding and ethical decision-making in improving people's wellbeing.

Life Beyond School: Students apply their learning every day as they manage friendships, school pressures, family life and personal responsibilities. They develop practical strategies that promote resilience, emotional wellbeing and positive mental health whilst recognising when and how to seek support for themselves or others.

Transferable Skills: Students strengthen resilience, emotional literacy, self-awareness, communication, critical thinking and decision-making. They develop the confidence to evaluate challenges thoughtfully, apply positive coping strategies and support both their own wellbeing and the wellbeing of those around them.

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 – Mental Health and Wellbeing resources. • NHS Every Mind Matters – Emotional wellbeing and resilience guidance. • YoungMinds – Mental health information and support for young people. • Anna Freud Centre – Emotional wellbeing and adolescent mental health resources. • Mind – Mental health education, awareness and wellbeing campaigns. • Mental Health Foundation – Research, campaigns and practical wellbeing strategies. • Teacher modelling, wellbeing case studies, reflective journals, discussion activities and scenario-based learning. • Knowledge organisers, retrieval practice and personal wellbeing planning activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of mental health and wellbeing and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, reflective activities, case studies, scenario-based decision-making, retrieval practice, collaborative investigations and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their own emotional wellbeing, evaluate coping strategies critically and apply their learning to increasingly complex situations. As students progress through the enquiry, they demonstrate increasing confidence in recognising when support is needed, challenging stigma and applying evidence-based strategies that promote lifelong mental wellbeing.

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	50% Substantive Knowledge: Students demonstrate secure understanding of mental health, emotional wellbeing, resilience, stress, anxiety, self-esteem, coping strategies, support services, stigma, protective factors and the principles that promote lifelong positive mental health. 50% Disciplinary Knowledge: Students apply their understanding by evaluating factors that influence mental wellbeing, analysing realistic scenarios, selecting appropriate coping strategies, challenging stigma, justifying informed decisions and recognising when additional support may be required. They demonstrate increasing confidence in applying practical wellbeing strategies, communicating sensitively and supporting both their own mental health and the wellbeing of others.

Term 6 Topic		**Managing Money**

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

This enquiry develops students' understanding of financial wellbeing by exploring how everyday financial decisions influence independence, opportunity and long-term quality of life. Building upon earlier learning about financial literacy, students investigate how responsible money management requires planning, informed decision-making and an awareness of risk in an increasingly digital economy.

Throughout the enquiry, students develop practical skills that enable them to budget, save, borrow responsibly and evaluate financial choices critically. They consider how advertising, social media and peer influence can affect spending habits whilst recognising that financial wellbeing is built through thoughtful planning rather than impulsive decision-making. By the end of the enquiry, students appreciate that managing money is a lifelong skill that supports resilience, independence and future success.

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

Students begin by exploring the purpose of money and the different forms it takes within modern society, recognising that financial systems have evolved beyond coins and notes to include digital payments, online banking and electronic transactions. They investigate how money is earned, managed and exchanged, whilst recognising its importance within everyday life.

Throughout this enquiry, students explore questions including:

- What is money and how do people use it responsibly?

- How can budgeting help people make informed financial decisions?
- What is the difference between needs and wants?
- Why is saving important for future wellbeing?
- How do banks, borrowing and digital payments work?
- How can advertising, influencers and social media affect spending?
- How can I recognise scams and protect my financial information?
- How can responsible money management support future independence?

Students investigate budgeting, spending and saving, recognising that financial decisions often involve balancing competing priorities within limited resources. They explore opportunity cost, delayed gratification and long-term planning, appreciating that responsible financial choices often require careful evaluation rather than immediate satisfaction. The enquiry also develops students' understanding of modern banking, digital payments and financial security. Students investigate online transactions, financial scams, phishing and fraud, learning practical strategies that help protect personal information and reduce financial risk. They also evaluate how advertising, peer influence and online marketing shape consumer behaviour, developing the confidence to question persuasive techniques and make independent financial decisions. As students' progress through the enquiry, they reflect upon how responsible money management contributes to future aspirations, independence and overall wellbeing. They recognise that financial capability is not simply about mathematics, but about judgement, planning, responsibility and informed decision-making throughout life.

Substantive knowledge is explicitly developed through students' understanding of income, expenditure, budgeting, saving, borrowing, banking, digital payments, financial risk, scams, fraud, opportunity cost, advertising, consumer behaviour, financial wellbeing, financial planning and responsible spending. Disciplinary knowledge develops as students evaluate financial scenarios, compare different budgeting strategies, assess financial risks, interpret financial information and justify informed decisions using evidence. Through budgeting activities, case studies, collaborative investigations and realistic financial scenarios, students strengthen their ability to think critically, solve problems and apply financial understanding confidently within everyday life.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including budget, income, expenditure, savings, borrowing, debt, banking, digital payments, opportunity cost, consumer, financial wellbeing, phishing, scam, fraud, interest, financial planning and financial responsibility.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	Students build upon their Year 7 understanding of financial decisions alongside their wider learning about responsible decision-making, managing risk and recognising external influences. Previous learning has introduced concepts such as needs and wants, budgeting, saving, financial responsibility and consumer awareness, providing a strong foundation for exploring more sophisticated financial systems, digital banking and financial risk. Students also draw upon mathematical skills including percentages, comparison, estimation and calculation when evaluating financial choices.		Students move beyond recognising simple financial concepts by evaluating increasingly complex financial situations involving budgeting, borrowing, financial risk and digital transactions. They compare different financial choices, justify decisions using evidence and critically evaluate how advertising, peer influence and online environments shape consumer behaviour. Students develop increasing confidence in making realistic financial decisions whilst recognising that responsible money management often requires compromise, planning and long-term thinking.

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

This enquiry provides essential foundations for future learning about employment, taxation, consumer rights, financial planning, debt, credit, mortgages and independent living 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 financial independence and responsible participation within modern society. The enquiry also strengthens the practical life skills needed for adulthood, employment and lifelong financial wellbeing.

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

Students deepen their understanding by exploring ideas from economics, business, mathematics and consumer education. They investigate how banks, governments and financial institutions influence the economy, alongside considering the impact of inflation, taxation, the cost of living and consumer confidence. Students also examine how digital technology has transformed banking, shopping and financial decision-making whilst recognising the increasing importance of cyber security, financial ethics and responsible consumer behaviour in today's world.

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

Students reflect upon the importance of responsibility, integrity and self-discipline when making financial decisions. They recognise that thoughtful financial planning can support personal aspirations, independence and long-term wellbeing whilst considering how their choices reflect their personal values. Students develop empathy by recognising that financial circumstances vary across individuals, families and communities. They explore fairness, equality and ethical consumerism whilst considering how responsible financial decisions contribute to both personal wellbeing and wider society.

This enquiry strengthens links with Mathematics through budgeting, percentages and financial calculations, Business Studies through enterprise, consumer behaviour and financial planning, Computing through digital banking and cyber security, Citizenship through taxation, consumer rights and economic responsibility, and Geography through global trade, inequality and economic development.

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

Careers: Financial Adviser, Accountant and Banking Manager
Students explore how professionals support individuals and organisations to manage money effectively, evaluate financial risk and plan for the future. These careers demonstrate the importance of analytical thinking, communication, ethical judgement and evidence-based decision-making within the financial sector.

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

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Transferable Skills: Students strengthen financial literacy, critical thinking, planning, organisation, decision-making and problem-solving. They develop practical life skills that enable them to manage resources responsibly, evaluate financial information confidently and make informed choices that support lifelong financial wellbeing.

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

- PSHE Association – Financial capability and economic wellbeing resources.
- Young Money – Financial education and budgeting resources.
- MoneyHelper – Budgeting, saving and financial planning guidance.
- Bank of England Education – Money, inflation and the UK economy.
- Citizens Advice – Consumer rights, scams and financial guidance.
- National Cyber Security Centre (NCSC) – Online banking security and fraud prevention.
- Teacher modelling, budgeting activities, financial case studies, consumer scenarios and collaborative investigations.
- Knowledge organisers, retrieval practice, budgeting templates and financial decision-making tasks.

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 financial capability and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through budgeting activities, financial 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 financial information critically and apply their learning to increasingly realistic scenarios. As students' progress through the enquiry, they demonstrate increasing confidence in budgeting responsibly, recognising financial risk and making informed financial decisions that support both immediate needs and long-term financial wellbeing.

50% Substantive Knowledge: Students demonstrate secure understanding of budgeting, saving, borrowing, banking, digital payments, financial planning, financial risk, scams, consumer rights, advertising, opportunity cost and the principles that underpin responsible money management.

50% Disciplinary Knowledge: Students apply their understanding by evaluating financial scenarios, interpreting financial information, comparing budgeting strategies, recognising financial risk and justifying informed decisions using evidence. They demonstrate increasing confidence in planning for the future, managing financial resources responsibly and applying financial knowledge to real-life situations that support lifelong independence and financial wellbeing.

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