New Line Learning Academy
Believe and Achieve

PSHE Curriculum Intent

Year 9

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

Independence, Health Choices and Wellbeing

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

This enquiry supports students as they move towards Key Stage 4, encouraging them to become increasingly independent, resilient and responsible in the choices they make about their health and wellbeing. As young people experience greater freedom and responsibility, they investigate how everyday decisions influence their physical, emotional and mental health, both now and in later life.

Throughout the enquiry, students explore how healthy habits, informed decision-making and positive coping strategies contribute to lifelong wellbeing. They develop the confidence to evaluate influences on their behaviour, recognise risk, manage increasing independence and make choices that reflect their values and

aspirations. By the end of the enquiry, students understand that good health and wellbeing are achieved through informed decisions, personal responsibility and the ability to respond positively to life's opportunities and challenges.

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 by developing a deeper understanding of themselves and their own wellbeing, recognising that physical, mental and emotional health are closely connected and continually influenced by their choices, relationships and environment. They reflect upon their personal strengths, aspirations and values whilst recognising how self-awareness supports positive decision-making and resilience.

Throughout this enquiry, students explore questions including:

- What does independence really mean?
- How do my everyday choices affect my health and wellbeing?
- What helps people develop resilience and emotional wellbeing?
- How can I manage increasing responsibility confidently?
- How do family, friends, the media and social media influence my choices?
- How can I recognise and respond to risk?
- What strategies help people maintain positive physical and mental health?
- How can I develop healthy habits that will benefit me throughout life?
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Students investigate the importance of healthy routines, including balanced nutrition, hydration, physical activity, sleep, hygiene and emotional self-care, recognising how these contribute to lifelong physical and mental wellbeing. They explore how habits develop over time and evaluate practical strategies for maintaining healthy lifestyles despite increasing independence and competing demands.
The enquiry then focuses on personal responsibility and decision-making, encouraging students to recognise how peer influence, media, social expectations and online environments can shape behaviour. Students develop critical thinking skills that enable them to question external influences, assess levels of risk and make informed decisions that reflect their own values and long-term aspirations.

As students progress, they investigate resilience, emotional wellbeing and coping strategies, recognising that everyone experiences periods of challenge or change. They develop practical approaches to managing stress, seeking appropriate support and maintaining positive mental health whilst appreciating the importance of perseverance, self-reflection and personal responsibility. Finally, students reflect upon how increasing independence requires effective organisation, self-management and thoughtful decision-making. They recognise that becoming an independent young adult involves balancing freedom with responsibility whilst contributing positively to their school, family and wider community.

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Substantive knowledge is explicitly developed through students' understanding of wellbeing, resilience, healthy lifestyles, nutrition, physical activity, sleep, emotional regulation, self-awareness, personal responsibility, risk, peer influence, decision-making, healthy habits, coping strategies, support networks and lifelong wellbeing.
Disciplinary knowledge develops as students evaluate health information, assess risk, analyse realistic scenarios, compare different choices and justify informed decisions using evidence and reflection. Through discussion, case studies, personal reflection and scenario-based learning, students strengthen their ability to think critically, solve problems and apply strategies that promote both their own wellbeing and the wellbeing of others.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including independence, wellbeing, resilience, self-awareness, emotional regulation, lifestyle, healthy habits, hydration, nutrition, peer influence, risk, decision-making, responsibility, coping strategies, aspiration and self-management.

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

Students build upon their Key Stage 3 learning about emotional wellbeing, healthy lifestyles, healthy relationships, managing risk, financial responsibility and lifelong wellbeing. Previous enquiries have developed students' understanding of resilience, self-care, informed decision-making, safeguarding and healthy routines, providing a secure foundation for exploring increasing independence and the greater responsibilities that accompany adolescence. Students also bring growing confidence in reflecting upon their own wellbeing and recognising how their choices influence both present and future outcomes.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising healthy behaviours by evaluating increasingly complex situations involving independence, personal responsibility, peer influence and long-term health choices. They critically compare different responses to real-life scenarios, justify decisions using evidence and reflect upon how their own values influence the choices they make. Students are encouraged to become increasingly independent, resilient and proactive in managing their own wellbeing whilst recognising when support from others may be required.

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

This enquiry provides important foundations for future learning about careers, substance misuse, healthy relationships, mental health, financial independence and preparing for adulthood throughout Key Stage 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for the increased responsibility associated with GCSE study, employment and adult life. The enquiry reinforces the importance of lifelong wellbeing as the foundation for personal success, healthy relationships 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, nutrition, public health and behavioural science. They investigate how habits are formed, how the adolescent brain develops and how lifestyle choices influence long-term physical and mental health. Students also consider current public health campaigns, the impact of social media on wellbeing and the role of governments, healthcare professionals and communities in promoting healthier lifestyles and reducing health inequalities.

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

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Students reflect upon their own values, aspirations and personal identity, recognising that independence develops through self-awareness, responsibility and thoughtful decision-making. They consider how positive habits and resilience contribute to long-term fulfilment and personal growth. Students explore responsibility, respect and inclusion by recognising that health and wellbeing are influenced by families, communities and wider society. They consider the importance of making ethical choices, supporting others and contributing positively to healthy communities.

This enquiry strengthens links with Science through health, nutrition and adolescent development, PE through healthy lifestyles and physical wellbeing, Food Technology through balanced diets and nutrition, Religion and Worldviews through identity, responsibility and values, and Citizenship through personal responsibility, community wellbeing and public health.

Skills Builder: Leadership, Planning and Problem Solving
Students develop leadership by organising their time, routines and personal responsibilities, planning by setting meaningful goals that support long-term wellbeing and aspirations, and problem solving by evaluating realistic health scenarios and selecting appropriate courses of action.

Careers: Public Health Practitioner, Health Promotion Officer and Lifestyle Coach
Students explore how professionals help individuals and communities improve their physical and mental wellbeing through education, prevention and behaviour change. These careers demonstrate the importance of communication, scientific understanding and evidence-based decision-making in promoting healthier lives.

Life Beyond School: Students apply their learning every day as they balance increasing independence with greater responsibility. They develop practical strategies that support healthy habits, informed decision-making, emotional resilience and positive wellbeing, preparing them for GCSE study, employment and adult life.

Transferable Skills: Students strengthen self-management, resilience, critical thinking, organisation, decision-making and reflective practice. They develop the confidence to evaluate choices carefully, respond positively to challenge and make informed decisions that support lifelong health, wellbeing and independence.

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 – Health and Wellbeing resources. • NHS Every Mind Matters – Mental wellbeing, resilience and healthy lifestyles. • Office for Health Improvement and Disparities – Public health campaigns and adolescent health guidance. • YoungMinds – Emotional wellbeing and mental health support. • British Nutrition Foundation – Healthy eating and nutrition education. • Mind – Wellbeing, resilience and emotional health resources.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of health, wellbeing and independence, 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 choices, evaluate health

• Teacher modelling, reflective journals, health case studies, discussion activities and scenario-based learning. • Knowledge organisers, retrieval practice and personal wellbeing planning activities.	information critically and apply their learning to increasingly complex situations. As students progress through the enquiry, they demonstrate increasing confidence in managing their wellbeing, recognising risk, developing healthy habits and making informed decisions that support lifelong health, independence and personal success. 50% Substantive Knowledge: Students demonstrate secure understanding of physical, mental and emotional wellbeing, healthy lifestyles, resilience, healthy habits, self-awareness, personal responsibility, decision-making, peer influence, coping strategies and the factors that contribute to lifelong health and independence. 50% Disciplinary Knowledge: Students apply their understanding by evaluating health information, analysing realistic scenarios, assessing risk, comparing lifestyle choices and justifying informed decisions using evidence. They demonstrate increasing confidence in applying healthy habits, managing increasing independence and making responsible decisions that promote their own wellbeing and positively influence those around them.

Term 2 Enquiry	**Careers and Future Choices**

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

This enquiry prepares students for one of the first significant decisions of their educational journey by helping them understand how their interests, strengths and aspirations can influence future opportunities. As students prepare to choose their GCSE subjects, they explore how education, skills and experiences contribute to future careers whilst recognising that career pathways are rarely fixed or straightforward.

Throughout the enquiry, students investigate the relationship between personal qualities, employability skills and lifelong learning. They develop confidence in recognising their own strengths, evaluating future opportunities and making informed decisions that reflect both their ambitions and their values. By the end of the enquiry, students appreciate that successful careers are built through adaptability, resilience, continuous learning and thoughtful decision-making rather than a single choice made at the age of fourteen.

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

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Students begin by developing a deeper understanding of themselves, recognising that everyone possesses unique strengths, interests, talents and personal qualities that influence future aspirations. They reflect upon their achievements, personal values and areas for development, recognising how increased self-awareness supports informed decision-making and future planning.

Throughout this enquiry, students explore questions including:

- What are my strengths, interests and aspirations?
- What is the difference between a job, a career and a vocation?
- How do GCSE options influence future opportunities?
- What skills do employers value most?
- How do education, training and qualifications support career development?
- Why are transferable skills important in a changing world of work?
- What barriers might people face in achieving their ambitions?
- How can I make informed decisions about my future?

Students investigate the world of work by exploring a wide range of careers, industries and employment sectors. They consider how occupations contribute to local, national and global communities whilst recognising that careers develop over time through education, experience and personal growth. Students distinguish between jobs, careers, volunteering and entrepreneurship, appreciating that individuals may follow many different pathways throughout their working lives. The enquiry then focuses on employability, encouraging students to develop the transferable skills valued by employers, including communication, teamwork, resilience, creativity, leadership, organisation and problem-solving. Through collaborative activities and reflective tasks, students evaluate their own strengths whilst identifying practical ways to continue developing these skills both inside and beyond the classroom.

Students also investigate how education, qualifications, apprenticeships, college courses, university pathways and workplace training contribute to future opportunities. They consider how GCSE option choices link to future aspirations whilst recognising that career pathways remain flexible and that many successful people take non-linear routes into employment. As the enquiry progresses, students explore aspirations, equality of opportunity and overcoming barriers to success. They reflect upon realistic goal setting, developing both short-term and long-term plans whilst recognising the importance of seeking advice, responding positively to feedback and remaining adaptable within an ever-changing world of work.

Substantive knowledge is explicitly developed through students' understanding of careers, aspirations, employability, transferable skills, qualifications, apprenticeships, higher education, vocational education, entrepreneurship, labour market, equality of opportunity, career pathways, lifelong learning, goal setting and decision-making. Disciplinary knowledge develops as students evaluate career pathways, analyse labour market information, compare education and employment routes, reflect upon personal strengths and justify informed decisions using evidence. Through discussion, careers research, employer encounters, case studies and reflective activities, students strengthen their ability to think critically about future opportunities whilst applying decision-making skills to realistic situations.

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Key vocabulary is explicitly introduced and revisited throughout the enquiry, including career, aspiration, employability, transferable skills, qualification, apprenticeship, university, vocational, entrepreneur, labour market, pathway, ambition, resilience, opportunity, progression and lifelong learning.

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

Students build upon their Year 7 and Year 8 learning about self-awareness, financial capability, healthy decision-making, independence and personal wellbeing. Previous enquiries have introduced aspirations, goal setting, employability skills, resilience and responsible decision-making, providing a secure foundation for exploring future education and career pathways in greater depth. Students also draw upon their understanding of equality, diversity and inclusion, recognising that everyone should have the opportunity to achieve their ambitions regardless of background or circumstance.

Pitch Up
How will we challenge ourselves?

Students move beyond identifying careers by critically evaluating how personal interests, qualifications, labour market trends and transferable skills influence future opportunities. They compare different education pathways, justify GCSE choices using evidence and reflect upon how their own strengths align with different careers. Students are encouraged to challenge stereotypes, think ambitiously whilst remaining realistic and recognise that successful careers often involve flexibility, resilience and lifelong learning.

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

This enquiry provides essential foundations for future learning about financial wellbeing, employment rights, work experience, post-16 pathways and independent living throughout Key Stage 4. It supports the statutory PSHE curriculum, Gatsby Benchmarks for Careers Education, British Values, SMSC education and the Skills Builder Framework whilst preparing students for GCSE study, further education and future employment. The enquiry reinforces the importance of informed decision-making, aspiration and lifelong learning in achieving personal success.

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

Students deepen their understanding by exploring how the world of work has evolved through industrialisation, globalisation and technological innovation. They investigate labour market trends, automation, artificial intelligence and the changing nature of employment, recognising the growing importance of adaptability and transferable skills. Students also examine the role of businesses, public services and entrepreneurship within local and global economies whilst considering how equality, diversity and inclusion influence opportunities within the workplace.

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

Students reflect upon their aspirations, values and personal strengths, recognising that future success is influenced not only by qualifications but also by character, resilience and a willingness to continue learning throughout life. Students explore equality of opportunity, diversity and social mobility, recognising that everyone should have access to meaningful education and employment regardless of background or identity. They consider how individuals contribute positively to society through a wide range of careers and community roles.

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This enquiry strengthens links with Business Studies through enterprise and employability, Mathematics through financial planning and labour market data, English through communication and interview skills, Computing through digital careers and emerging technologies, and Citizenship through employment rights, equality and economic participation.

Skills Builder: Speaking, Leadership and Planning
Students develop speaking through presentations, discussions and interview-style activities, leadership by taking responsibility within collaborative tasks and recognising their own strengths, and planning by setting realistic goals and creating achievable pathways towards future aspirations.

Careers: Careers Adviser, Human Resources Manager and Entrepreneur
Students explore how professionals help individuals identify strengths, make informed decisions and develop successful careers. These careers demonstrate the importance of communication, organisation, leadership, strategic thinking and supporting others to achieve their potential.

Life Beyond School: Students apply their learning as they prepare to choose GCSE options and begin considering future education and employment pathways. They develop confidence in evaluating opportunities, setting ambitious goals, recognising their strengths and making informed decisions that support lifelong learning and career development.

Transferable Skills: Students strengthen self-reflection, communication, planning, resilience, critical thinking, leadership and decision-making. They develop practical employability skills that will support success throughout GCSE study, further education, employment and adult life.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• PSHE Association – Careers and economic wellbeing resources. • National Careers Service – Careers information, pathways and labour market guidance. • Amazing Apprenticeships – Apprenticeship and vocational education resources. • Gatsby Foundation – Careers education guidance and employer engagement. • Success at School – Careers information linked to GCSE subjects and future pathways. • UCAS – Higher education, apprenticeships and career planning resources. • Teacher modelling, employer encounters, careers case studies, labour market investigations and goal-setting activities. • Knowledge organisers, retrieval practice, careers research and reflective planning tasks.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of careers education and their ability to apply this knowledge when making realistic decisions about their future. Students demonstrate their learning through careers research, reflective activities, scenario-based decision-making, collaborative investigations, presentations, retrieval practice and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to reflect upon their aspirations, evaluate different career pathways critically and apply their learning to increasingly realistic situations. As students progress through the enquiry, they demonstrate increasing confidence in identifying their strengths, setting meaningful goals and making informed decisions about GCSE options, future education and employment pathways.

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	50% Substantive Knowledge: Students demonstrate secure understanding of careers, employability, transferable skills, qualifications, apprenticeships, higher education, labour market trends, goal setting, career pathways and the factors that influence future opportunities. 50% Disciplinary Knowledge: Students apply their understanding by evaluating career information, comparing education pathways, analysing labour market trends, reflecting upon their own strengths and justifying informed decisions using evidence. They demonstrate increasing confidence in planning for the future, recognising opportunities, challenging stereotypes and applying employability skills that support lifelong learning and career success.

Term 3 Topic	**Drug Education**

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

This enquiry develops students' understanding of drugs, alcohol, vaping and other substances, enabling them to make safe, informed and responsible decisions as they become increasingly independent. Building upon previous learning about health, wellbeing and managing risk, students investigate how substances affect physical and mental health, relationships and wider society.

Throughout the enquiry, students explore the legal, social and health implications of substance use whilst developing the confidence to resist pressure, evaluate risk and seek support when needed. They recognise that informed decision-making requires critical thinking, resilience and the ability to challenge misinformation. By the end of the enquiry, students understand that responsible choices about substances contribute to lifelong health, wellbeing and positive future opportunities.

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

Students begin by revisiting the role of medicines in maintaining health, recognising that substances can be both beneficial and harmful depending upon how they are used. They distinguish between medicines, legal drugs and illegal drugs, developing an understanding that the law exists to protect individuals and communities.

Throughout this enquiry, students explore questions including:

- What is the difference between medicines, legal drugs and illegal drugs?
- How do alcohol, vaping and drugs affect physical and mental health?
- Why do some people choose to use substances?
- How do friends, social media and advertising influence decisions?

- What are the short-term and long-term consequences of substance misuse?
- How can I resist peer pressure confidently?
- What support is available for individuals affected by substance misuse?
- How can informed decision-making reduce risk and promote lifelong wellbeing?

Students investigate the effects of alcohol, tobacco, vaping and illegal drugs on the body and brain, recognising that different substances affect individuals in different ways. They explore addiction, dependency, physical health, mental wellbeing and the wider consequences that substance misuse can have upon families, friendships and communities.

The enquiry also develops students' understanding of influence and decision-making by exploring how peer pressure, advertising, social media and popular culture can shape attitudes towards substances. Students critically evaluate realistic scenarios, developing practical refusal strategies and increasing confidence in making independent, evidence-based decisions. As students progress through the enquiry, they examine the wider legal, ethical and social consequences of substance misuse. They investigate support services, safeguarding procedures and public health campaigns whilst recognising the importance of seeking help appropriately and supporting others safely.

Substantive knowledge is explicitly developed through students' understanding of medicines, legal drugs, illegal drugs, alcohol, vaping, tobacco, addiction, dependency, physical health, mental health, peer pressure, risk, safeguarding, support services, public health, the law and responsible decision-making. Disciplinary knowledge develops as students evaluate realistic scenarios, assess levels of risk, compare different choices, analyse the influence of media and peers and justify informed decisions using evidence. Through discussion, case studies, role-play and scenario-based learning, students strengthen their ability to think critically, communicate confidently and apply strategies that promote safe, healthy and responsible choices.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including drug, substance, medicine, addiction, dependency, alcohol, vaping, tobacco, nicotine, illegal drug, legal drug, peer pressure, influence, safeguarding, consequence, harm reduction, resilience and public health.

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 previous learning about personal safety, healthy lifestyles, managing risk, emotional wellbeing and responsible decision-making developed throughout Years 7 and 8. They already understand that medicines should be used safely, that lifestyle choices influence health and that peer pressure, relationships and social media can affect behaviour. Students also draw upon prior learning about resilience, safeguarding, healthy relationships and seeking support when faced with challenging situations.	Students move beyond recognising that substances can be harmful by evaluating increasingly complex situations involving alcohol, vaping, medicines and illegal drugs. They critically assess the influence of peers, media and wider society, compare short-term and long-term consequences and justify informed decisions using evidence. Students are encouraged to challenge misconceptions, think independently and recognise that responsible decision-making often requires confidence, resilience and the ability to resist external pressure.
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?*

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This enquiry provides essential foundations for future learning about mental health, healthy relationships, the law, personal responsibility and independent living throughout Key Stage 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to navigate increasingly complex situations involving risk, influence and personal responsibility. The enquiry reinforces the importance of informed decision-making in promoting lifelong health, wellbeing and positive life opportunities.	Students deepen their understanding by exploring ideas from medicine, psychology, neuroscience, criminology and public health. They investigate how substances affect the developing brain, how addiction develops and how governments, healthcare professionals and charities work together to reduce harm within communities. Students also consider current public health campaigns, legislation relating to substances and the wider social and economic impact of substance misuse upon individuals, families and society.

Authentic connections

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

Students reflect upon personal responsibility, self-control and the importance of making choices that support their long-term health, wellbeing and aspirations. They recognise that resilience and informed decision-making help individuals overcome challenges and remain true to their values. Social, Moral and Cultural: Students explore the impact of substance misuse upon individuals, families and communities whilst considering issues of responsibility, safeguarding and social justice. They develop empathy by recognising that addiction is a complex issue requiring understanding, appropriate support and informed intervention.

This enquiry strengthens links with Science through the effects of substances on body systems and the brain, PE through healthy lifestyles and physical wellbeing, Citizenship through the law and public health, Religion and Worldviews through ethical decision-making and responsibility, and Psychology through behaviour, addiction and mental wellbeing.

Skills Builder: Problem Solving, Speaking and Adapting
Students develop problem solving by evaluating realistic scenarios involving substances and risk, speaking through discussion and role-play activities that build refusal strategies, and adapting by developing resilience and confidence to make healthy, informed decisions despite external pressures.

Careers: Paramedic, Substance Misuse Worker and Public Health Practitioner
Students explore how professionals educate, support and treat individuals affected by alcohol, drugs and addiction. These careers demonstrate the importance of communication, empathy, scientific understanding and evidence-based decision-making in protecting health and supporting communities.

Life Beyond School: Students apply their learning every day as they encounter increasing independence, social influences and opportunities to make their own decisions. They develop practical strategies for recognising risk, resisting pressure, accessing support and making informed choices that protect their physical health, mental wellbeing and future aspirations.

Transferable Skills: Students strengthen critical thinking, resilience, communication, decision-making, self-management and risk assessment. They develop the confidence to evaluate evidence, challenge misinformation and make responsible choices that support lifelong health, wellbeing and personal success.

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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 – Drug, alcohol and tobacco education resources. • FRANK – Drug education, facts, support and advice. • NHS – Alcohol, vaping, smoking and substance misuse guidance. • Talk to FRANK Schools Resources – Drug awareness and decision-making activities. • Alcohol Education Trust – Alcohol awareness and healthy choices. • ASH (Action on Smoking and Health) – Smoking and vaping education resources. • Teacher modelling, scenario-based learning, case studies, public health campaigns and structured discussion. • Knowledge organisers, retrieval practice and reflective decision-making activities.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of substance education and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, 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 evaluate risk critically, challenge misconceptions and apply their learning to increasingly complex situations involving alcohol, vaping, medicines and illegal drugs. As students progress through the enquiry, they demonstrate increasing confidence in resisting pressure, making informed decisions and recognising when support should be sought for themselves or others. 50% Substantive Knowledge: Students demonstrate secure understanding of medicines, alcohol, vaping, tobacco, illegal drugs, addiction, dependency, physical and mental health, safeguarding, public health, support services and the legal and social consequences of substance misuse. 50% Disciplinary Knowledge: Students apply their understanding by evaluating realistic scenarios, assessing levels of risk, analysing external influences, comparing different courses of action and justifying informed decisions using evidence. They demonstrate increasing confidence in applying refusal strategies, recognising safeguarding concerns and making responsible decisions that promote lifelong health, wellbeing and personal safety.

Topic 4 Topic	**Manging risk in relation to the law**

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

This enquiry develops students' understanding of how the law protects individuals, communities and society whilst helping them recognise the responsibilities that accompany increasing independence. As young people gain greater freedom both online and offline, they investigate how everyday decisions can have legal, ethical and personal consequences.

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Throughout the enquiry, students explore the relationship between risk, responsibility and the law, developing the confidence to make informed decisions that protect both themselves and others. They consider how peer influence, digital technology and social situations can affect judgement, whilst recognising that understanding the law is an essential part of becoming a responsible citizen. By the end of the enquiry, students appreciate that responsible decision-making requires critical thinking, ethical judgement and respect for the rights of others.

Zoom In

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

Students begin by exploring the purpose of the law, recognising that laws exist to protect individuals, promote fairness and maintain order within society. They distinguish between rules, laws and personal responsibility whilst considering how legal systems help safeguard communities.

Throughout this enquiry, students explore questions including:

- Why do laws exist and who do they protect?
- How can everyday decisions have legal consequences?
- What responsibilities come with increasing independence?
- How do peer pressure and group behaviour influence risk-taking?
- What behaviour is illegal online?
- How can I recognise and manage legal risk?
- What happens when young people break the law?
- How can I become a responsible and informed citizen?

Students investigate the concept of risk within both everyday life and legal contexts, recognising that seemingly small decisions can sometimes have significant consequences. They examine how theft, vandalism, harassment, anti-social behaviour, substance misuse, online offences and inappropriate image-sharing are addressed within the law, developing an understanding of why legal boundaries exist. The enquiry then explores personal responsibility, encouraging students to evaluate realistic situations involving peer pressure, digital communication and social influence. Students develop practical strategies for resisting pressure, assessing risk and making informed decisions that reflect both legal requirements and their own personal values.

Students also investigate how the youth justice system supports young people whilst protecting wider society. They consider age-appropriate legal consequences, safeguarding procedures and support services, recognising that mistakes can have lasting impacts upon education, employment and future opportunities. Throughout the enquiry, students are encouraged to think critically about fairness, justice and responsible citizenship.

Substantive knowledge is explicitly developed through students' understanding of law, criminal responsibility, civil law, criminal law, youth justice, anti-social behaviour, harassment, consent, safeguarding, online offences, fraud, theft, vandalism, peer influence, rights, responsibilities and responsible citizenship. Disciplinary knowledge develops as students evaluate legal scenarios, assess levels of risk, interpret different perspectives, justify decisions using legal and ethical

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reasoning and apply their understanding to realistic situations. Through discussion, case studies, debates and scenario-based learning, students strengthen their ability to think critically, weigh evidence and make responsible decisions within increasingly complex social contexts.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including law, justice, responsibility, consequence, criminal offence, civil law, youth justice, anti-social behaviour, harassment, fraud, safeguarding, consent, rights, responsibilities, ethics and citizenship.

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

Students build upon their previous learning about personal safety, healthy relationships, online behaviour, managing risk, substance education and responsible decision-making developed throughout Years 7 and 8. They already understand that actions have consequences, that safeguarding helps protect individuals and that peer influence can affect behaviour. Students also draw upon earlier learning about online safety, healthy choices and personal responsibility when considering increasingly complex legal and ethical situations.

Pitch Up
How will we challenge ourselves?

Students move beyond recognising legal and illegal behaviour by evaluating increasingly complex situations involving peer influence, online communication, anti-social behaviour and criminal responsibility. They compare different viewpoints, justify decisions using evidence and consider both legal and ethical consequences when making judgements. Students are encouraged to become increasingly independent thinkers who understand that responsible citizenship requires integrity, resilience and informed decision-making.

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

This enquiry provides important foundations for future learning about relationships, consent, financial crime, employment law, citizenship and adult responsibilities throughout Key Stage 4. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students for greater independence and participation within modern society. The enquiry also reinforces the importance of understanding rights, responsibilities and the rule of law as key principles of democratic citizenship.

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

Students deepen their understanding by exploring ideas from criminology, sociology, law and public policy. They investigate why laws change over time, how the justice system balances punishment and rehabilitation and how policing, safeguarding services and the courts work together to protect communities. Students also examine contemporary issues including cybercrime, hate crime, knife crime and online exploitation, recognising how legislation continues to evolve alongside modern society and technology.

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

Students reflect upon their own values, integrity and personal responsibility, recognising that ethical decision-making often requires courage, honesty and resilience. They consider how their choices affect both themselves and the wider community. Students explore justice, fairness and equality by considering why societies create laws and how individuals contribute to safe, respectful communities. They develop empathy by recognising the impact that crime and anti-social behaviour can have upon victims, families and society.

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This enquiry strengthens links with Citizenship through democracy, justice and the rule of law, History through the development of legal systems, Computing through cybercrime and online safety, Religion and Worldviews through ethics and moral responsibility, and English through debate, persuasion and evaluating evidence.

Skills Builder: Leadership, Problem Solving and Speaking
Students develop leadership by modelling responsible behaviour and encouraging positive choices, problem solving by evaluating realistic legal scenarios and selecting appropriate responses, and speaking through structured debate, discussion and ethical reasoning.

Careers: Police Officer, Solicitor and Youth Justice Worker
Students explore how professionals uphold the law, support victims and help young people make positive choices. These careers demonstrate the importance of communication, ethical judgement, evidence-based decision-making and a commitment to justice and safeguarding.

Life Beyond School: Students apply their learning every day as they become increasingly independent within their communities and online. They develop the confidence to recognise legal risk, challenge inappropriate behaviour, make responsible decisions and contribute positively to society as informed, respectful and responsible citizens.

Transferable Skills: Students strengthen critical thinking, ethical reasoning, communication, resilience, decision-making and problem-solving. They develop the confidence to evaluate situations carefully, justify their views using evidence and make responsible decisions that promote both personal safety 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 – Personal safety, the law and responsible citizenship resources. • The Crown Prosecution Service (CPS) – Understanding the criminal justice system. • The Children's Commissioner – Rights, responsibilities and safeguarding resources. • CEOP Education – Online law, exploitation and digital safeguarding. • National Crime Agency (NCA) – Cybercrime awareness and prevention. • Youth Justice Board – Youth justice, rehabilitation and prevention resources. • Teacher modelling, legal case studies, ethical dilemmas, role-play activities and structured debates.	Assessment throughout this enquiry is formative and developmental, enabling students to demonstrate both their understanding of the law and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, legal case studies, scenario-based decision-making, debates, retrieval practice, collaborative investigations and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate legal and ethical issues critically, reflect upon personal responsibility and apply their learning to increasingly complex situations. As students' progress through the enquiry, they demonstrate increasing confidence in recognising legal risk, making informed decisions and understanding the importance of responsible citizenship within modern society.

• Knowledge organisers, retrieval practice and scenario-based decision-making activities.	50% Substantive Knowledge: Students demonstrate secure understanding of the purpose of the law, criminal responsibility, youth justice, legal rights, responsibilities, safeguarding, online offences, anti-social behaviour, peer influence and the legal and social consequences of breaking the law. 50% Disciplinary Knowledge: Students apply their understanding by evaluating realistic legal scenarios, assessing levels of risk, interpreting evidence, comparing different viewpoints and justifying informed decisions using legal and ethical reasoning. They demonstrate increasing confidence in recognising legal boundaries, making responsible choices and applying their understanding to real-life situations that promote personal safety, respect and responsible citizenship.

Term 5 Topic	**Intimate Sexual Relationships**

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

This enquiry develops students' understanding of healthy, respectful and safe intimate relationships as they move through adolescence. Building upon previous learning about healthy relationships, consent, online safety and wellbeing, students explore how trust, communication, equality and responsibility form the foundation of positive intimate relationships.

Throughout the enquiry, students investigate emotional readiness, consent, sexual health, online relationships and personal responsibility, developing the confidence to make informed decisions that protect both themselves and others. They recognise that healthy intimate relationships are built upon mutual respect, clear communication and informed choices rather than pressure or expectation. By the end of the enquiry, students appreciate that understanding relationships, consent and sexual health is an essential part of becoming a safe, respectful and responsible adult.

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

Students begin by revisiting the characteristics of healthy relationships, recognising that trust, respect, honesty, kindness and equality remain the foundations of all positive relationships. They investigate how romantic and intimate relationships develop whilst appreciating that everyone experiences attraction, relationships and emotional readiness differently.

Throughout this enquiry, students explore questions including:

- What makes an intimate relationship healthy and respectful?
- What does emotional readiness mean?

- Why is consent essential in every relationship?
- How can communication strengthen relationships?
- What are the responsibilities involved in sexual relationships?
- How can people protect their sexual health and wellbeing?
- How do online relationships differ from face-to-face relationships?
- How can I make safe, informed and respectful decisions?

Students investigate the foundations of healthy intimate relationships, exploring trust, communication, equality and mutual respect. They reflect upon emotional readiness, recognising that relationships develop differently for everyone and that individuals should never feel pressured into situations before they are ready. The enquiry then develops students' understanding of consent, recognising that consent must always be freely given, informed, enthusiastic and can be withdrawn at any time. Students explore how verbal and non-verbal communication influence relationships and develop practical strategies for recognising boundaries, communicating clearly and respecting the choices of others.

Students also investigate sexual health and wellbeing, developing an age-appropriate understanding of contraception, protection from sexually transmitted infections (STIs) and accessing reliable sources of advice and healthcare. They recognise that informed decision-making and accurate information are essential in protecting both physical and emotional wellbeing. Finally, students examine online intimate relationships, considering issues such as digital consent, image sharing, online pressure, grooming and the permanence of digital content. Through realistic scenarios and structured discussion, students develop practical strategies for managing online relationships safely whilst recognising when support should be sought.

Substantive knowledge is explicitly developed through students' understanding of healthy relationships, attraction, emotional readiness, consent, communication, boundaries, contraception, sexual health, sexually transmitted infections (STIs), online relationships, digital consent, grooming, safeguarding, equality, respect and personal responsibility. Disciplinary knowledge develops as students evaluate realistic relationship scenarios, assess levels of risk, analyse different perspectives, interpret safeguarding situations and justify informed decisions using evidence and ethical reasoning. Through discussion, role-play, case studies and reflective activities, students strengthen their ability to think critically, communicate respectfully and apply their learning confidently to increasingly complex situations.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including consent, attraction, emotional readiness, intimacy, contraception, sexually transmitted infection (STI), communication, boundaries, coercion, grooming, digital consent, equality, safeguarding, respect, responsibility and healthy relationship.

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 previous learning about healthy relationships, emotional wellbeing, puberty, online safety, consent, safeguarding and managing risk developed throughout Years 7, 8 and 9. They already understand the importance of trust, respect, boundaries and personal safety, alongside recognising how peer influence, media and online environments can affect	Students move beyond recognising healthy relationships by evaluating increasingly complex situations involving consent, emotional readiness, peer pressure, online communication and safeguarding. They compare different viewpoints, justify decisions using evidence and reflect upon their own values whilst recognising that respectful relationships require maturity, empathy and responsible decision-making. Students are encouraged to challenge

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decision-making. This secure foundation enables students to explore intimate relationships with greater maturity, confidence and critical understanding.	stereotypes, misinformation and social pressures whilst developing confidence in expressing their own boundaries and respecting those of 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 adult relationships, sexual health, parenting, family life, safeguarding, employment relationships and independent living throughout Key Stage 4 and beyond. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to develop healthy, respectful and responsible relationships throughout adult life. The enquiry also reinforces the importance of communication, equality and informed decision-making within modern society.	Students deepen their understanding by exploring ideas from psychology, sociology, medicine, law and public health. They investigate how healthy relationships support emotional wellbeing, how communication influences relationship quality and how legislation protects individuals from exploitation, abuse and coercion. Students also examine the influence of media, pornography, social media and popular culture upon expectations of relationships, recognising the importance of critical thinking, accurate information and respectful behaviour within both offline and online contexts.

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 intimate relationships are built upon integrity, trust, respect and compassion. They consider how thoughtful decision-making contributes to positive wellbeing and lifelong healthy relationships. Students explore equality, respect and human dignity by recognising that everyone has the right to feel safe, valued and respected within relationships. They consider issues including consent, exploitation, safeguarding and inclusion whilst developing empathy for the experiences of others.

This enquiry strengthens links with Science through reproduction, contraception and sexual health, Religion and Worldviews through relationships, ethics and family life, Citizenship through rights, responsibilities and safeguarding, Digital Literacy through online relationships and digital consent, and English through communication, empathy and evaluating different perspectives.

Skills Builder: Listening, Creativity and Planning
Students develop listening by responding respectfully to differing viewpoints, creativity by exploring positive solutions to realistic relationship scenarios, and planning by developing aspirations for healthy, respectful relationships built upon trust, equality and mutual respect.

Careers: Sexual Health Nurse, Midwife and Relationship Counsellor
Students explore how professionals educate, advise and support individuals to make informed decisions about relationships, sexual health and wellbeing. These careers demonstrate the importance of empathy, communication, confidentiality and evidence-based practice in promoting healthy relationships and protecting public health.

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Life Beyond School: Students apply their learning every day as they develop increasingly mature friendships and relationships, both online and offline. They develop the confidence to communicate respectfully, recognise unhealthy behaviours, understand consent, seek support appropriately and make informed decisions that protect their health, wellbeing and future aspirations.

Transferable Skills: Students strengthen communication, empathy, ethical reasoning, critical thinking, resilience, self-awareness and decision-making. They develop the confidence to evaluate complex situations, respect the boundaries of others and make responsible, informed choices that support healthy relationships throughout life.

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

- PSHE Association – Relationships and Sex Education resources.
- Brook – Sexual health, consent and healthy relationships.
- NHS Sexual Health – Contraception, STIs and sexual wellbeing.
- NSPCC – Healthy relationships, consent and safeguarding.
- Childline – Relationships, consent and getting help.
- CEOP Education – Online relationships, grooming and digital safety.
- Teacher modelling, safeguarding scenarios, case studies, role-play activities and structured discussions.
- Knowledge organisers, retrieval practice and reflective relationship 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 intimate relationships and their ability to apply this knowledge confidently within realistic situations. Students demonstrate their learning through discussion, safeguarding case studies, scenario-based decision-making, retrieval practice, collaborative investigations, reflective activities and extended written responses where appropriate.

Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate relationship scenarios critically, reflect upon their own values and apply their learning to increasingly complex situations. As students' progress through the enquiry, they demonstrate increasing confidence in recognising healthy relationships, understanding consent, communicating respectfully and making informed decisions that support their own wellbeing and the wellbeing of others.

50% Substantive Knowledge: Students demonstrate secure understanding of healthy intimate relationships, emotional readiness, consent, communication, contraception, sexual health, STIs, safeguarding, digital consent, online relationships and the principles that promote safe, respectful and responsible relationships.

50% Disciplinary Knowledge: Students apply their understanding by evaluating relationship scenarios, assessing levels of risk, recognising safeguarding concerns, interpreting different perspectives and justifying informed decisions using evidence and ethical reasoning. They demonstrate increasing confidence in applying consent principles, communicating respectfully, recognising

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	unhealthy behaviours and making responsible choices that support lifelong health, wellbeing and positive relationships.

Term 6 Topic	**Navigating Online Harm**

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

This enquiry develops students' understanding of the increasingly complex online world, enabling them to recognise, evaluate and respond appropriately to online harm. As technology evolves rapidly, students investigate contemporary issues including artificial intelligence, deepfake technology, misogynistic online narratives, misinformation and digital manipulation, recognising that online actions have real-world consequences.

Throughout the enquiry, students explore how critical thinking, digital literacy and responsible decision-making help protect both themselves and others within online environments. They develop the confidence to question online content, identify manipulation, challenge harmful narratives and respond safely to digital risks. By the end of the enquiry, students appreciate that responsible digital citizenship requires resilience, ethical judgement, media literacy and the ability to make informed decisions in an increasingly connected world.

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

Students begin by revisiting the purpose of the internet as a space for communication, learning and collaboration, recognising that online environments provide significant opportunities alongside potential risks. They reflect upon how digital technologies influence everyday life whilst recognising that not everything encountered online is accurate, authentic or safe.

Throughout this enquiry, students explore questions including:

- What are the biggest online harms facing young people today?
- How can I recognise misinformation, manipulation and deepfake content?
- How do algorithms influence what I see online?
- What are misogynistic online narratives and why are they harmful?
- How can I protect my identity, privacy and digital reputation?
- What should I do if I experience or witness online harm?
- How can I become an active and responsible digital citizen?
- How can critical thinking help me navigate the online world safely?

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Students investigate a range of contemporary online harms, including cyberbullying, online scams, misinformation, image manipulation, deepfake technology and harmful online communities. They explore how algorithms, recommendation systems and persuasive design influence behaviour, recognising that digital platforms often shape what users see and how they engage with online content. The enquiry then develops students' understanding of online behaviour and responsibility by examining digital footprints, privacy, data protection and respectful communication. Students evaluate realistic scenarios involving harmful online interactions, recognising how online behaviour can affect emotional wellbeing, relationships, reputation and future opportunities.

Students also investigate the growing influence of artificial intelligence, manipulated media and misogynistic online content, learning how to identify unreliable information, challenge stereotypes and recognise the wider social consequences of harmful online narratives. Through structured discussion and case studies, students develop media literacy skills that enable them to question information rather than accepting it uncritically. As the enquiry progresses, students explore practical strategies for responding to online harm, including reporting concerns, blocking inappropriate content, supporting others safely and accessing trusted sources of help. They recognise that responsible digital citizenship involves not only protecting themselves but also contributing positively to safer online communities.

Substantive knowledge is explicitly developed through students' understanding of digital citizenship, cyberbullying, misinformation, disinformation, deepfakes, artificial intelligence, algorithms, digital footprints, online privacy, safeguarding, misogyny, online manipulation, media literacy, digital reputation, reporting systems and responsible online behaviour. Disciplinary knowledge develops as students evaluate online information, analyse digital scenarios, assess credibility, identify manipulation, compare different viewpoints and justify informed decisions using evidence. Through discussion, media analysis, case studies and safeguarding scenarios, students strengthen their ability to think critically, challenge misinformation and apply responsible decision-making within increasingly complex online environments.

Key vocabulary is explicitly introduced and revisited throughout the enquiry, including algorithm, artificial intelligence, deepfake, misinformation, disinformation, media literacy, digital footprint, digital reputation, cyberbullying, safeguarding, manipulation, misogyny, online radicalisation, privacy, reporting and digital citizenship.

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 learning throughout Key Stage 3 about online safety, healthy relationships, consent, safeguarding, digital citizenship, managing risk and responsible decision-making. Previous enquiries have introduced cyberbullying, digital footprints, media influence, online communication and personal responsibility, providing a secure foundation for exploring more sophisticated issues including artificial intelligence, deepfakes, online manipulation and critical media literacy. Students also bring increasing confidence in evaluating evidence, recognising risk and applying safeguarding strategies appropriately.	Students move beyond identifying online risks by evaluating increasingly complex situations involving manipulated media, harmful online communities, misinformation and ethical decision-making. They critically analyse digital content, justify decisions using evidence and consider the responsibilities of both individuals and technology companies in creating safer online environments. Students are encouraged to become active digital citizens who challenge harmful narratives, recognise bias and apply critical thinking when engaging with online information.

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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 media literacy, artificial intelligence, safeguarding, employment, digital professionalism and responsible citizenship throughout Key Stage 4 and adult life. It supports the statutory RSHE curriculum, British Values, SMSC education and the Skills Builder Framework whilst preparing students to participate confidently and responsibly within an increasingly digital society. The enquiry also reinforces the importance of critical thinking, ethical behaviour and informed participation within modern democratic society.

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

Students deepen their understanding by exploring ideas from computer science, psychology, sociology, media studies, law and ethics. They investigate how algorithms shape online experiences; how artificial intelligence generates content and how online platforms influence behaviour through persuasive design and data collection. Students also explore the psychology of online behaviour, including anonymity, social validation, echo chambers and group polarisation, alongside examining current legislation surrounding online safety, malicious communications, privacy and digital rights. Through studying misinformation, propaganda and emerging technologies, students develop a sophisticated understanding of the opportunities and challenges presented by the modern digital world.

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

Students reflect upon their own digital identity, recognising that integrity, honesty and responsibility remain important both online and offline. They consider how their online behaviour reflects their personal values and how technology can be used to contribute positively to society. Students explore respect, equality and inclusion within digital communities, recognising the importance of challenging online abuse, misogyny, discrimination and misinformation. They develop empathy by considering the real-world impact that online harm can have upon individuals, relationships and wider society.
This enquiry strengthens links with Computing through artificial intelligence, cyber security and digital systems, English through media literacy and evaluating sources, Citizenship through democracy, rights and responsibilities, Science through emerging technologies, and Religion and Worldviews through ethics, identity and moral decision-making.

Skills Builder: Listening, Leadership and Adapting
Students develop listening by evaluating diverse viewpoints respectfully, leadership by promoting responsible digital behaviour and supporting safer online communities and adapting by developing resilience when responding to online challenges and setbacks.

Careers: Cyber Security Consultant, Digital Ethics Adviser and Intelligence Analyst
Students explore how professionals protect digital systems, investigate online threats and advise organisations on the ethical use of technology and artificial intelligence. These careers demonstrate the importance of analytical thinking, ethical judgement, communication and digital expertise within an increasingly technology-driven world.

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Life Beyond School: Students apply their learning every day through social media, online communication, gaming, education and future employment. They develop the confidence to recognise misinformation, challenge harmful content, protect their digital identity and participate responsibly within online communities, preparing them for further education, employment and adult life.

Transferable Skills: Students strengthen critical thinking, digital literacy, communication, resilience, ethical reasoning and decision-making. They develop the confidence to evaluate information critically, identify manipulation, respond appropriately to safeguarding concerns and make informed choices that promote both personal safety and responsible digital citizenship.

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

- PSHE Association – Online safety, media literacy and digital citizenship resources.
- Childnet International – Digital resilience, online safety and cyberbullying resources.
- CEOP Education – Online safeguarding, exploitation awareness and reporting guidance.
- National Cyber Security Centre (NCSC) – Cyber security, privacy and digital safety resources.
- Ofcom Media Literacy – Evaluating online information, algorithms and digital media.
- Internet Matters – Artificial intelligence, online safety and parental guidance resources.
- Teacher modelling, media analysis, contemporary case studies, safeguarding scenarios and structured debates.
- Knowledge organisers, retrieval practice, digital literacy investigations and critical media evaluation 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 online harm and their ability to apply this knowledge confidently within realistic digital situations. Students demonstrate their learning through media analysis, case studies, safeguarding scenarios, structured debate, retrieval practice, collaborative investigations and extended written responses where appropriate. Regular opportunities for self-assessment, peer discussion and teacher feedback encourage students to evaluate online content critically, reflect upon their own digital behaviours and apply their learning to increasingly complex online environments. As students progress through the enquiry, they demonstrate increasing confidence in recognising manipulation, responding appropriately to online harm, challenging misinformation and contributing positively to safer digital communities.

50% Substantive Knowledge: Students demonstrate secure understanding of online harm, cyberbullying, misinformation, deepfake technology, artificial intelligence, algorithms, digital footprints, safeguarding, online manipulation, media literacy, digital reputation and the strategies that promote safe, responsible and ethical participation within digital environments.
50% Disciplinary Knowledge: Students apply their understanding by evaluating online information, identifying misinformation and manipulated media, analysing realistic safeguarding scenarios, assessing digital risk and justifying informed decisions using evidence. They demonstrate increasing confidence in thinking critically, recognising harmful online narratives, responding appropriately to safeguarding concerns and applying responsible digital citizenship within an increasingly complex online world.