

Northgate School Academy Trust Preparation for Adulthood

Curriculum Map: September 2026

Foreword

At Northgate School, we believe that preparing for adulthood begins long before pupils leave school. It is a carefully planned journey that develops progressively from Year 7 through to Year 11, enabling every young person to build the knowledge, skills, confidence and independence needed for adult life.

This curriculum map sets out the intended learning journey for pupils across the five-year Preparation for Adulthood programme. It demonstrates how learning is sequenced and revisited over time, allowing pupils to strengthen their understanding, apply their learning in increasingly complex contexts and make meaningful progress towards successful adult outcomes.

The curriculum has been designed around the four nationally recognised Preparing for Adulthood outcomes: **Employment, Independent Living, Community Inclusion and Good Health**. Through the integrated delivery of PSHE, RSHE, safeguarding, careers education and personal development, pupils develop the ability to make informed decisions, build healthy relationships, manage risk, advocate for themselves and participate positively in society.

Each year builds purposefully upon prior learning, with clear links to statutory guidance, safeguarding priorities, Gatsby Benchmarks, Equality Act responsibilities and Education, Health and Care Plan (EHCP) outcomes. The curriculum reflects the diverse needs of our learners and is delivered through evidence-informed SEND pedagogy, ensuring that ambition remains high and learning remains accessible to all.

This document provides a clear overview of **what pupils learn, why they learn it, how learning progresses over time and how it supports successful preparation for adulthood**. Together with the Preparation for Adulthood Handbook, it offers leaders, staff, families and stakeholders a transparent line of sight from a pupil's first days in secondary school through to their future destinations and adult lives.

Every lesson, experience and opportunity within this curriculum contributes to our shared vision: that every young person leaves Northgate School equipped to lead a safe, healthy, fulfilling and increasingly independent adult life.

The Curriculum:

YEAR 7

Curriculum Driver: Belonging, Identity and Safety

Year 7 Intent

Year 7 establishes the foundations for successful secondary school life through belonging, healthy relationships, emotional wellbeing, personal safety, online safety, aspirations, financial awareness and community participation. Learning develops pupils' confidence, independence and understanding of how to keep themselves and others safe, whilst introducing the four Preparing for Adulthood outcomes.

Preparing for Adulthood Outcomes

- **Community Inclusion** (Primary Focus)
- **Good Health**
- **Independent Living** (Introduction)
- **Employment** (Awareness and Aspirations)

Curriculum Architecture

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
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AUTUMN 1

Theme: Transition, Belonging and Community

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
1	To understand how to make a successful transition to	School routines, organisation, support structures and independence	transition, resilience, routine, wellbeing, support	Exit ticket	Health Education	Mental Wellbeing	Community Inclusion	N/A	https://www.bbc.co.uk/bitesize

	secondary school								
2	To understand rights, responsibilities and school values	Rights, responsibilities, expectations and positive participation	rights, responsibility, respect, values, participation	Reflection activity	Relationships Education	Safeguarding Culture	Community Inclusion	N/A	https://pshe-association.org.uk
3	To explore identity and diversity	Identity, culture, equality and inclusion	identity, diversity, equality, inclusion, culture	Discussion task	Relationships Education	Equality and Inclusion	Community Inclusion	N/A	https://www.equalityhumanrights.com
4	To understand healthy friendships	Trust, empathy, reliability and mutual respect	friendship, trust, empathy, reliability, respect	Friendship audit	Relationships Education	Healthy Relationships	Good Health	N/A	https://learning.nspcc.org.uk
5	To communicate	Active listening, cooperation	communication, listening,	Role play	Relationships	Relationship Safety	Community	N/A	https://www.bbc.co.uk/bitesize

	respectfully with others	on and conflict prevention	empathy, cooperation, compromise		Education		Inclusion		
6	To identify trusted adults and support networks	Safeguarding systems and sources of support	trusted adult, safeguarding, disclosure, support, wellbeing	Support network map	Keeping Safe	Safeguarding Awareness	Good Health	N/A	https://learning.nspcc.org.uk

AUTUMN 2

Theme: Healthy Friendships and Respect

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
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7	To understand what makes a good friend	Positive friendship qualities and mutual support	loyalty, honesty, trust, friendship, support	Ranking exercise	Relationships Education	Healthy Relationships	Good Health	N/A	https://learning.nspcc.org.uk
8	To manage friendship disagreements respectfully	Conflict resolution and respectful communication	conflict, compromise, resolution, negotiation, empathy	Scenario analysis	Relationships Education	Relationship Safety	Community Inclusion	N/A	https://www.bbc.co.uk/bitesize
9	To recognise bullying behaviour	Different forms of bullying and reporting procedures	bullying, victim, perpetrator, bystander, prejudice	Case study	Relationships Education	Child-on-Child Abuse	Community Inclusion	N/A	https://anti-bullyingalliance.org.uk
10	To understand	Safe intervention and	bystander, intervention	Reflection task	Relationships	Child-on-Child Abuse	Community	N/A	https://anti-bullyingalliance.org.uk

	positive bystander behaviour	reporting concerns	on, report, allyship, accountability		Education		Inclusion		
11	To recognise unhealthy peer pressure	Influence, persuasion and decision-making strategies	influence, pressure, manipulation, choice, consequences	Exit ticket	Health Education	Exploitation Prevention	Good Health	N/A	https://www.pol-ed.co.uk
12	To understand discrimination and stereotypes	Protected characteristics, equality and inclusion	discrimination, stereotype, prejudice, equality, inclusion	Equality audit	Relationships Education	Equality and Diversity	Community Inclusion	N/A	https://www.equalityhumanrights.com

SPRING 1

Theme: Boundaries, Consent and Personal Safety

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
13	To understand personal boundaries	Physical, emotional and social boundaries	boundary, privacy, personal space, respect, autonomy	Boundary sorting task	RSHE	Healthy Relationships	Good Health	N/A	https://www.brook.org.uk
14	To respect the boundaries of others	Recognising and responding appropriately to boundaries	respect, consent, communication, boundaries, choice	Scenario discussion	RSHE	Healthy Relationships	Good Health	N/A	https://www.brook.org.uk

15	To understand consent foundations	Consent must be freely given and can be withdrawn	consent, permission, agreement, choice, respect	Consent scenarios	RSHE	Respectful Relationships	Good Health	N/A	https://www.brook.org.uk
16	To communicate assertively	Saying yes and no confidently and respectfully	assertive, passive, aggressive, confidence, communication	Role play	Relationships Education	Healthy Relationships	Community Inclusion	N/A	https://learning.nspcc.org.uk
17	To respond safely to uncomfortable situations	Risk recognition and help-seeking behaviours	risk, safety, support, warning signs, protection	Safety plan	Keeping Safe	Personal Safety	Good Health	N/A	https://www.pol-ed.co.uk

18	To know how and when to seek help	Reporting concerns and accessing support	disclosure, support, safeguarding, reporting, help-seeking	Knowledge quiz	Keeping Safe	Safeguarding	Good Health	N/A	https://www.childline.org.uk
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SPRING 2

Theme: Digital Boundaries and Online Safety

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
19	To understand digital footprints	Information shared online can be	digital footprint, reputation, online presence, privacy,	Digital audit	Online Safety	Online Safety	Independent Living	N/A	https://www.thinkuknow.co.uk

		perman ent	permanenc e						
20	To understa nd online identity	Online identities may differ from real- world identities	identity, profile, avatar, reputation, authenticity	Reflectio n task	Online Relations hips	Onli ne Safe ty	Indepen dent Living	N/A	<a href="https://www.childnet.c
om">https://www.childnet.c om
21	To recognise healthy online friendship s	Online relations hips require appropri ate boundar ies	online friendship, trust, communica tion, safety, respect	Scenario activity	Online Relations hips	Onli ne Safe ty	Communi ty Inclusion	N/A	<a href="https://www.thinkukno
w.co.uk">https://www.thinkukno w.co.uk
22	To identify and respond to	Forms of online bullying and reporting methods	cyberbullyin g, harassment, report, evidence, block	Case study	Online Safety	Chil d- on- Chil d	Communi ty Inclusion	N/A	<a href="https://www.childnet.c
om">https://www.childnet.c om

	cyberbullying					Abuse			
23	To protect personal information online	Appropriate sharing of information and privacy settings	privacy, settings, password, information, security	Safety checklist	Online Safety	Online Safety	Independent Living	N/A	https://www.internetmatters.org
24	To report online concerns	Reporting systems and sources of support	CEOP, report, concern, safeguarding, support	Reporting activity	Online Safety	Online Safety	Good Health	N/A	https://www.thinkuknow.co.uk

SUMMER 1

Theme: Physical and Emotional Wellbeing

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
25	To recognise and understand emotions	Emotional literacy and self-awareness	emotion, wellbeing, awareness, empathy, regulation	Emotion mapping	Mental Wellbeing	Mental Health	Good Health	N/A	https://www.youngminds.org.uk
26	To develop positive self-esteem	Factors influencing confidence and	self-esteem, confidence, identity, self-	Reflection task	Mental Wellbeing	Emotional Wellbeing	Good Health	N/A	https://www.annafreud.org

		self-worth	worth, resilience						
27	To manage difficult emotions effectively	Healthy coping strategies and emotional regulation	coping, regulation, resilience, wellbeing, support	Strategy planning activity	Mental Wellbeing	Mental Health	Good Health	N/A	https://www.youngminds.org.uk
28	To understand and puberty changes	Physical and emotional changes experienced during puberty	puberty, hormones, development, adolescence, growth	Retrieval quiz	Physical Health	Healthy Development	Good Health	N/A	https://www.bbc.co.uk/bitesize/topics/z4kk7ty
29	To understand and hygiene	Daily habits which support	hygiene, self-care, routine,	Self-care audit	Physical Health	Health Education	Independent Living	N/A	https://www.nhs.uk/live-well

	e and self-care	health and wellbeing	wellbeing, health						
30	To make healthy lifestyle choices	Nutrition, exercise and sleep	nutrition, exercise, sleep, lifestyle, wellbeing	Lifestyle plan	Physical Health	Health Education	Good Health	N/A	https://www.nhs.uk/better-health

SUMMER 2

Theme: Careers, Aspirations and Financial Foundations

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
31	To identify person	Skills support future	skills, strengths, qualities,	Skills audit	Careers	N/A	Employment	Benchmark 3	https://nationalcareers.service.gov.uk

	al strengt hs and skills	pathways and aspiration s	talents, attributes		Educat ion				
32	To explore aspirati ons and ambitio ns	Setting realistic and ambitious goals	aspiration, ambition, goals, pathway, achievem ent	Goal- setting activity	Career s Educat ion	N/A	Employ ment	Bench mark 1	https://nationalcareers.service.gov.uk
33	To underst and differen t career pathwa ys	Routes into educatio n, training and employm ent	career, pathway, employme nt, apprentic eship, qualificati ons	Career research activity	Career s Educat ion	N/A	Employ ment	Bench mark 2	https://www.careerpilot.org.uk
34	To underst and budgeti ng	Income, spending and budgetin g	budget, income, expenditur e,	Budget challen ge	Financi al Educat ion	Financial Safeguar ding	Indepen dent Living	N/A	https://www.moneyhelper.org.uk

	ng basics	foundatio ns	affordabilit y, finance						
35	To underst and saving and spendin g choices	Planning, priorities and informed decision making	saving, spending, value, priorities, goals	Financi al decisio n-making task	Financi al Educat ion	Financial Literacy	Indepen dent Living	N/A	https://www.moneyhelper.org.uk
36	To reflect on Year 7 and prepar e for Year 8	Personal growth, achieve ments and next steps	reflection, achievem ent, progressio n, resilience, goals	End-of-year review	Prepari ng for Adulth ood	Transition Safeguar ding	All PfA Outcom es	Bench mark 1	https://nationalcareers.service.gov.uk

Year 7 Progression Statement

By the end of Year 7, pupils can:

- Identify characteristics of healthy friendships and respectful behaviour.
- Understand personal boundaries and the foundations of consent.

- Recognise bullying, peer pressure and unsafe situations.
- Stay safer online and report concerns appropriately.
- Demonstrate increasing emotional literacy and self-management.
- Understand key concepts relating to health, puberty and wellbeing.
- Begin to explore aspirations, careers and financial decision-making.
- Contribute positively to their school and wider community.

This provides the foundation for **Year 8: Influence, Relationships and Decision-Making**, where pupils develop a deeper understanding of consent, peer influence, resilience, online relationships, risk management and increasing independence.

YEAR 8

Curriculum Driver: Influence, Relationships and Decision-Making

Year 8 Intent

Building on Year 7's focus on belonging, safety and healthy friendships, Year 8 explores influence, consent, resilience and personal responsibility. Pupils develop their understanding of healthy and unhealthy relationships, online interactions, emotional wellbeing and risk management whilst increasing their independence and preparing for the more complex safeguarding and RSHE content introduced in Year 9.

Preparing for Adulthood Outcomes

- **Good Health** (Primary Focus)
- **Community Inclusion**

- **Independent Living**
- **Employment** (Developing Skills and Aspirations)

Curriculum Architecture

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
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AUTUMN 1

Theme: Relationships, Consent and Influence

We ek	Learning Intention	Core Knowled ge	Key Vocabular y	Assess ment Opportu nity	Statutory Mappin g	KCSIE Link	PfA Outcom e	Gatsby Bench mark	Primary Resource
1	To understand respectful relationships	Mutual respect, equality, trust and healthy relations	respect, equality, reciprocity, trust, relationship	Relation ship audit	Relation ships Educati on	Healthy Relation ships	Good Health	N/A	https://pshe-association.org.uk

		hip behavio urs							
2	To develop positive communic ation skills	Assertive ness, active listening and conflict resolutio n	assertivene ss, communic ation, negotiatio n, compromis e, resolution	Role play	Relation ships Educati on	Relation ship Safety	Commu nity Inclusion	N/A	https://www.bbc.co.uk/bitesize
3	To understan d positive and negative influences	How peers, media and others influence behavio ur	influence, persuasion, conformity, choices, pressure	Reflecti on activity	Health Educati on	Vulnera bility Awaren ess	Good Health	N/A	https://www.childline.org.uk
4	To recognise and manage	Refusal strategie s and independ	peer pressure, refusal, confidenc	Scenari o analysis	Health Educati on	Exploitati on Preventi on	Indepen dent Living	N/A	https://pshe-association.org.uk

	peer pressure	dent decision-making	e, responsibility, accountability						
5	To understand consent in everyday situations	Consent must be freely given and respected	consent, autonomy, permission, respect, boundaries	Consent scenarios	RSHE	Respectful Relationships	Good Health	N/A	https://www.brook.org.uk
6	To establish and communicate personal boundaries	Physical, emotional and digital boundaries	boundaries, privacy, personal space, autonomy, communication	Boundary planning task	RSHE	Healthy Relationships	Good Health	N/A	https://learning.nspcc.org.uk

AUTUMN 2

Theme: Healthy and Unhealthy Relationships

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
7	To recognise healthy and unhealthy relationship behaviours	Respectful and controlling behaviours	healthy relationships, manipulation, coercion, control, respect	Case study	Relationships Education	Relationship Abuse Prevention	Good Health	N/A	https://www.womensaid.org.uk
8	To understand online	Opportunities and risks associated	online relationships, communication	Reflection task	Online Relationships	Online Safety	Independent Living	N/A	https://www.thinkuknow.co.uk

	relations hips	with online communic ation	ation, trust, anonymity, risk						
9	To recognis e groom ing behav iours	How perpetrato rs build trust and exploit vulnerabilit y	grooming, exploitatio n, manipulat ion, trust, vulnerabilit y	Scenari o task	Keeping Safe	Child Protectio n	Good Health	N/A	https://www.thinkuknow.co.uk
10	To underst and image sharing risks	Digital consent and conse quences of sharing images	image sharing, consent, privacy, consequen ces, dignity	Discussi on task	RSHE	Sharing Nudes and Semi- Nudes	Indepen dent Living	N/A	https://www.nspcc.org.uk
11	To know how and when to report concern s	Reporting pathways and sources of support	disclosure, safeguardi ng, support, reporting, interventio n	Retrieval quiz	Keeping Safe	Safeguar ding	Good Health	N/A	https://www.childline.org.uk

12	To understand personal and community safety	Assessing risk and making safer choices	risk, safety, consequences, responsibility, awareness	Safety planning task	Keeping Safe	Personal Safety	Independent Living	N/A	https://www.policed.co.uk
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SPRING 1

Theme: Mental Health and Emotional Wellbeing

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
13	To understand mental	Mental health exists on a	wellbeing, mental health, resilience, support,	Mind map	Mental Wellbeing	Mental Health	Good Health	N/A	https://www.nhs.uk/every-mind-matters

	wellbeing	continuum	protective factors						
14	To build resilience	Protective factors and coping strategies	resilience, adversity, coping, perseverance, growth	Reflection activity	Mental Wellbeing	Emotional Wellbeing	Good Health	N/A	https://www.youngminds.org.uk
15	To regulate emotions effectively	Recognising and managing emotions	regulation, emotions, self-awareness, coping, wellbeing	Scenario activity	Mental Wellbeing	Mental Health	Good Health	N/A	https://www.annafreud.org
16	To explore body image influences	Internal and external influences on self-image	body image, self-esteem, perception, confidence, self-worth	Case study	Mental Wellbeing	Emotional Wellbeing	Good Health	N/A	https://www.dove.com/uk/dove-self-esteem-project.html

17	To evaluate social media influences	Comparison culture and unrealistic expectations	comparison, influencers, algorithms, expectations, wellbeing	Discussion task	Health Education	Online Wellbeing	Good Health	N/A	https://www.internetmatters.org
18	To strengthen self-esteem	Developing confidence and positive identity	confidence, identity, self-worth, strengths, resilience	Self-esteem audit	Mental Wellbeing	Emotional Wellbeing	Good Health	N/A	https://pshe-association.org.uk

SPRING 2

Theme: Health, Risk and Decision-Making

We ek	Learning Intention	Core Knowledge	Key Vocabulary	Assessment	Statutory	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
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				Opportunity	Mapping				
19	To understand and healthy nutrition	Balanced diets and informed choices	nutrition, calories, nutrients, hydration, balance	Healthy eating audit	Physical Health	Health Education	Good Health	N/A	https://www.nhs.uk/live-well/eat-well
20	To understand and physical activity and wellbeing	Benefits of regular exercise	fitness, exercise, stamina, wellbeing, activity	Activity planner	Physical Health	Health Education	Good Health	N/A	https://www.nhs.uk/better-health
21	To understand and vaping and nicotine	Risks associated with nicotine use	vaping, nicotine, addiction, dependency, health	Myth-busting assessment	Health Education	Substance Education	Good Health	N/A	https://www.nhs.uk/better-health
22	To understand and	Long-term health	tobacco, smoking, addiction,	Retrieval task	Health Education	Substance	Good Health	N/A	https://www.nhs.uk/better-health/quit-smoking

	smoking and tobacco harms	consequences	risk, consequences			Education			
23	To understand and alcohol-related risks	Impact on physical health and decision-making	alcohol, impairment, judgement, risk, consequences	Scenario analysis	Health Education	Risk Reduction	Good Health	N/A	https://www.talktofrank.com
24	To assess risk and make informed decisions	Risk versus consequence and personal responsibility	risk, consequence, judgement, responsibility, decisions	Risk assessment activity	Health Education	Personal Safety	Independent Living	N/A	https://www.policed.co.uk

SUMMER 1

Theme: Digital Citizenship and Online Media

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
25	To understand digital reputation	Online behaviour can impact future opportunities	reputation, footprint, identity, permanence, profile	Digital reputation review	Online Safety	Online Safety	Independent Living	Benchmark 4	https://www.thinkuknow.co.uk
26	To identify misinformation and disinformation	Not everything online is accurate or reliable	misinformation, disinformation, source, evidence, bias	Fact-checking activity	Online Safety	Media Literacy	Independent Living	N/A	https://www.bbc.co.uk/bitesize

27	To understand AI-generated content and deepfakes	Artificial intelligence can create misleading content	artificial intelligence, deepfake, authenticity, manipulation, verification	Source investigation	Online Safety	Emerging Online Risks	Independent Living	N/A	https://www.childnet.com
28	To recognise manipulative online content	Persuasive techniques, scams and online influence	manipulation, advertising, persuasion, fraud, influence	Case study	Online Safety	Online Safety	Independent Living	N/A	https://www.ncsc.gov.uk
29	To participate safely in online communities	Rights and responsibilities online	citizenship, participation, community, inclusion, responsibility	Discussion activity	Online Relationships	Online Safety	Community Inclusion	N/A	https://saferinternet.org.uk

30	To stay safe whilst gaming online	Reporting, spending and communication risks	gaming, moderation, reporting, communication, safety	Gaming safety audit	Online Safety	Online Safety	Independent Living	N/A	https://www.childnet.com
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SUMMER 2

Theme: Careers, Financial Capability and Future Pathways

We ek	Learning Intention	Core Knowled ge	Key Vocabular y	Assess ment Opport unity	Statuto ry Mappi ng	KCSIE Link	PfA Outcom e	Gatsby Bench mark	Primary Resource
31	To identify strengths and employability skills	Skills linked to future learning and work	employability, teamwork, resilience, communic	Skills audit	Career s Educat ion	N/A	Employ ment	Bench mark 3	https://www.skillsbuilder.org

			ation, strengths						
32	To explore aspirations and future opportunities	Career pathways and future ambitions	aspirations, ambition, goals, careers, pathways	Goal-setting task	Career s Education	N/A	Employment	Bench mark 1	https://nationalcareers.service.gov.uk
33	To understand Labour Market Information	Different employment sectors and opportunities	labour market, sector, employment, opportunities, trends	Research task	Career s Education	N/A	Employment	Bench mark 2	https://nationalcareers.service.gov.uk
34	To understand banking and budgeting	Managing money and making informed spending decisions	banking, budget, income, expenditure, affordability	Budget challenge	Financial Education	Financial Literacy	Independent Living	N/A	https://www.moneyhelper.org.uk

35	To recognise scams and financial risks	Fraud, phishing and online financial safety	fraud, phishing, scam, cybercrime, financial security	Scenario task	Financial Education	Financial Safeguarding	Independent Living	N/A	https://www.moneyhelperr.org.uk
36	To reflect on Year 8 and prepare for Year 9	Personal development, aspirations and next steps	reflection, aspiration, achievement, progression, resilience	End-of-year review	Preparing for Adulthood	Transition Safeguarding	All PfA Outcomes	Benchmark 1	https://nationalcareers.service.gov.uk

Year 8 Progression Statement

By the end of Year 8, pupils can:

- Understand and apply the concepts of consent and boundaries.
- Recognise healthy and unhealthy relationship behaviours.
- Identify grooming, exploitation and image-sharing risks.
- Demonstrate resilience and emotional regulation strategies.
- Understand the risks associated with vaping, smoking and alcohol.
- Evaluate misinformation, AI-generated content and online influence.

- Understand careers, aspirations, budgeting and online financial safety.
- Make increasingly informed and independent decisions.

This provides the foundation for **Year 9: Rights, Responsibility and Risk**, where pupils will study intimate relationships, sexual health, exploitation, extremism, financial independence, consumer rights and more complex safeguarding topics.

YEAR 9

Curriculum Driver: Rights, Responsibility and Risk

Year 9 Intent

Year 9 moves pupils from understanding influence and decision-making towards understanding rights, responsibilities and risk. Pupils develop a deeper understanding of intimate relationships, consent, sexual health, exploitation, online harms, democracy, extremism, financial independence and future pathways. The curriculum strengthens safeguarding awareness while preparing pupils for the increasing independence and adult responsibilities explored in Years 10 and 11.

Preparing for Adulthood Outcomes

- **Good Health**
- **Independent Living**
- **Community Inclusion**
- **Employment**

Curriculum Architecture

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
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AUTUMN 1

Theme: Healthy Intimate Relationships and Sexual Health

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
1	To understand healthy intimate relationships	Characteristics of healthy romantic relationships, equality and mutual respect	intimacy, equality, trust, respect, reciprocity	Relationship analysis	RSHE	Healthy Relationships	Good Health	N/A	https://pshe-association.org.uk
2	To understand relationship expectations	Respect, trust, communication and commitment	commitment, values, expectations, respect, communication	Reflection task	RSHE	Healthy Relationships	Good Health	N/A	https://www.bbc.co.uk/bitesize

	ons and values								
3	To understand consent and the law	Legal definition of consent, capacity and freedom of choice	consent, legality, autonomy, capacity, coercion	Scenario assessment	RSHE	Sexual Harassment Prevention	Good Health	N/A	https://www.brook.org.uk
4	To recognise coercion and power imbalance	Pressure, manipulation and unhealthy relationship dynamics	coercion, influence, manipulation, power imbalance, exploitation	Case study	RSHE	Relationship Abuse	Good Health	N/A	https://learning.nspcc.org.uk
5	To understand contraception	Types, purposes and effectiveness of contraception	contraception, effectiveness, prevention, fertility, protection	Retrieval quiz	RSHE	Sexual Health	Good Health	N/A	https://www.brook.org.uk

6	To understand sexually transmitted infections	Prevention, testing, treatment and stigma reduction	STI, transmission, testing, prevention, treatment	Knowledge check	RSHE	Sexual Health	Good Health	N/A	https://www.nhs.uk/livewell/sexual-health
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AUTUMN 2

Theme: Exploitation, Abuse and Safeguarding

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
7	To recognise Child Criminal Exploitation (CCE)	Warning signs, recruitment methods and support	exploitation, coercion, grooming, vulnerability, criminality	Scenario analysis	Keeping Safe	Child Criminal Exploitation	Good Health	N/A	https://www.childrenssociety.org.uk

		pathways							
8	To understand County Lines exploitation	Organised crime networks and associated risks	county lines, trafficking, exploitation, gangs, criminality	Case study	Keeping Safe	County Lines	Good Health	N/A	https://www.nationalcrimeagency.gov.uk
9	To recognise Child Sexual Exploitation (CSE)	Grooming, manipulation and power imbalance	exploitation, grooming, abuse, manipulation, control	Knowledge check	RSHE	Child Sexual Exploitation	Good Health	N/A	https://learning.nspcc.org.uk
10	To understand online grooming	Tactics used to build trust and exploit young people	grooming, trust, manipulation, deception, vulnerability	Scenario task	Online Safety	Online Grooming	Good Health	N/A	https://www.thinkuknow.co.uk

11	To recognise harmful sexual behaviour	Appropriate, inappropriate and harmful behaviours	boundaries, consent, accountability, behaviour, respect	Discussion task	RSHE	Child-on-Child Abuse	Community Inclusion	N/A	https://learning.nspcc.org.uk
12	To know how to report abuse and seek support	Disclosure pathways and support services	disclosure, safeguarding, intervention, reporting, referral	Reporting activity	Keeping Safe	Safeguarding	Good Health	N/A	https://www.childline.org.uk

SPRING 1

Theme: Digital Safety and Emerging Risks

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
13	To understand online sexual harassment	Types, impacts and reporting procedures	harassment, accountability, boundaries, reporting, respect	Case study	RSHE	Sexual Harassment	Community Inclusion	N/A	https://learning.nspcc.org.uk
14	To critically evaluate pornography	Unrealistic portrayals and healthy relationship	pornography, consent, expectations, exploitation,	Reflection task	RSHE	Online Sexual Harm	Good Health	N/A	https://www.brook.org.uk

		expectations	relationships						
15	To recognise sextortion and image-based abuse	Online blackmail, coercion and support routes	sextortion, blackmail, coercion, exploitation, reporting	Scenario analysis	Online Safety	Sharing Nudes & Semi-Nudes	Independent Living	N/A	https://www.ceop.police.uk
16	To understand online misogyny and harmful influencers	Harmful online communities and sexist narratives	misogyny, sexism, stereotyping, influence, equality	Discussion task	RSHE	Harmful Online Content	Community Inclusion	N/A	https://pshe-association.org.uk
17	To understand AI-generated content and	Manipulated media and online deception	deepfake, AI, manipulation, authenticity, verification	Source investigation	Online Safety	Emerging Online Risks	Independent Living	N/A	https://saferinternet.org.uk

	deepfakes								
18	To identify misinformation and disinformation	Reliability, evidence and critical evaluation	misinformation, disinformation, reliability, evidence, bias	Fact-checking challenge	Online Safety	Media Literacy	Independent Living	N/A	https://www.bbc.co.uk/bitesize

SPRING 2

Theme: Mental Health, Resilience and Healthy Choices

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
19	To understand and emotio	Mental wellbeing and	wellbeing, resilience, support, self-care,	Reflection task	Mental Wellbeing	Mental Health	Good Health	N/A	https://www.nhs.uk/every-mind-matters

	nal wellbei ng	protective factors	mental health						
20	To manag e stress effectiv ely	Causes of stress and coping strategies	stress, pressure, coping, regulation , resilience	Stress- manage ment plan	Mental Wellbei ng	Mental Health	Good Health	N/A	https://www.youngminds.org.uk
21	To recogni se signs of poor mental health	Identifying concerns and early support	mental health, interventio n, support, wellbeing, awarenes s	Scenario task	Mental Wellbei ng	Mental Health	Good Health	N/A	https://www.annafreud.org
22	To underst and self- harm and support pathwa ys	Reducing stigma and accessing help	self-harm, stigma, interventio n, wellbeing, support	Knowled ge check	Health Educat ion	Mental Health Safeguar ding	Good Health	N/A	https://www.youngminds.org.uk

23	To understand substance misuse risks	Alcohol, vaping, drugs and consequences	addiction, dependency, misuse, risk, consequences	Retrieval quiz	Health Education	Substance Education	Good Health	N/A	https://www.talktofrank.com
24	To evaluate influences on health decisions	Media, peers and social norms	influence, norms, decisions, responsibility, judgement	Evaluation task	Health Education	Risk Reduction	Independent Living	N/A	https://pshe-association.org.uk

SUMMER 1

Theme: Rights, Citizenship and Democracy

We ek	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
25	To understand rights and responsibilities in society	Rights, responsibilities and participation	rights, responsibilities, citizenship, participation, community	Citizenship task	Citizenship	Community Safety	Community Inclusion	N/A	https://learning.parliament.uk
26	To understand democracy and	Democratic processes and decision-making	democracy, parliament, voting, representation,	Democracy quiz	Citizenship	British Values	Community Inclusion	N/A	https://learning.parliament.uk

	democratic values		participation						
27	To understand radicalisation and extremism	How extremist groups influence and recruit	radicalisation, extremism, ideology, influence, vulnerability	Case study	Keeping Safe	Prevent Duty	Community Inclusion	N/A	https://educateagainsthate.com
28	To recognise manipulation and recruitment techniques	Propaganda and persuasive tactics	propaganda, recruitment, influence, manipulation, ideology	Scenario analysis	Keeping Safe	Prevent Duty	Community Inclusion	N/A	https://educateagainsthate.com
29	To challenge stereotypes	Equality, inclusion and fairness	prejudice, stereotype, discrimination,	Discussion task	Relationships Education	Equality and Diversity	Community Inclusion	N/A	https://www.equalityhumanrights.com

	es and prejudice		equality, inclusion						
30	To understand hate crime and discrimination	Protected characteristics and reporting	hate crime, discrimination, prejudice, inclusion, reporting	Knowledge check	Relationships Education	Equality and Diversity	Community Inclusion	N/A	https://www.cps.gov.uk

SUMMER 2

Theme: Careers, Employability and Financial Independence

Week	Learning Intention	Core Knowledge	Key Vocabulary	Assessment Opportunity	Statutory Mapping	KCSIE Link	PfA Outcome	Gatsby Benchmark	Primary Resource
31	To understand GCSE pathway	Links between current choices	pathways, options, qualifications,	Options planning task	Careers Education	N/A	Employment	Benchmark 3	https://nationalcareers.service.gov.uk

	s and future opportunities	and future destinations	progression, aspirations						
32	To explore Labour Market Information	Growth sectors and employment trends	labour market, sector, employment, economy, opportunities	Research task	Careers Education	N/A	Employment	Benchmark 2	https://nationalcareers.service.gov.uk
33	To identify employability skills	Skills required in education and employment	employability, communication, teamwork, leadership, resilience	Skills audit	Careers Education	N/A	Employment	Benchmark 4	https://www.skillsbuilder.org
34	To understand banking, saving	Financial planning and money	banking, savings, budget, income,	Budget challenge	Financial Education	Financial Literacy	Independent Living	N/A	https://www.moneyhelper.org.uk

	and budgeting	management	expenditure						
35	To understand debt, borrowing and consumer rights	Credit, loans and informed decision-making	debt, borrowing, credit, interest, consumer rights	Scenario analysis	Financial Education	Financial Safeguarding	Independent Living	N/A	https://www.moneyhelper.org.uk
36	To recognise fraud and financial exploitation	Scams, impersonation and online fraud	fraud, scam, phishing, exploitation, verification	End-of-year assessment	Financial Education	Financial Exploitation	Independent Living	N/A	https://www.actionfraud.police.uk

Year 9 Progression Statement

By the end of Year 9, pupils can:

- Understand healthy intimate relationships, consent and sexual health.
- Recognise exploitation, grooming, harmful sexual behaviour and abuse.

- Critically evaluate online risks including pornography, sextortion, misogyny, misinformation and AI-generated content.
- Understand radicalisation, extremism, democracy and citizenship.
- Demonstrate resilience and effective coping strategies.
- Make informed decisions about health, money and future pathways.
- Understand employability, financial independence and consumer responsibility.

This provides the foundation for **Year 10: Independence, Adult Responsibility and Safeguarding**, where pupils explore domestic abuse, coercive control, economic abuse, VAWG, employability, housing, online manipulation and preparation for adulthood.

Year 10 PSHE Curriculum Map

Big Question:

"How can young people recognise abuse, manage risk, make informed decisions and prepare successfully for adult life?"

Year 10 Intent:

Year 10 builds upon pupils' understanding of rights, responsibility and risk by focusing on **independence, adult responsibility and preparation for future pathways**. Pupils deepen their knowledge of healthy adult relationships, consent, safeguarding, exploitation, domestic abuse, coercive control, online harms, financial capability and employability. The curriculum develops pupils' ability to manage increasing levels of personal responsibility, make informed decisions, recognise and respond to risk, and prepare successfully for adult life. Through a carefully sequenced programme of learning, pupils strengthen their resilience, critical thinking, self-awareness and decision-making skills whilst exploring future education, employment and independent living pathways.

Year 10 Progression Rationale

Having developed an understanding of **healthy relationships, safeguarding, exploitation, citizenship and financial awareness** in Year 9, pupils now apply this knowledge within increasingly adult contexts. Learning focuses on recognising and responding to complex risks, understanding legal rights and responsibilities, developing employability and financial independence, and preparing for successful progression into post-16 education, employment and training. This provides the foundation for Year 11's explicit focus on **Preparing for Adulthood**, transition planning and destination readiness.

Preparing for Adulthood Outcomes

- **Employment** (Primary Focus)
- **Independent Living**
- **Good Health**
- **Community Inclusion**

Prior Learning (Year 9)

- Healthy intimate relationships
- Consent and the law
- Sexual health

- Grooming
- CSE/CCE
- County Lines
- Digital consent
- Mental wellbeing
- Careers and financial capability

Future Learning (Year 11)

- Adult relationships
- Parenting
- Independent living
- Housing and tenancy
- Credit and debt
- Employment readiness
- Transition to post-16 education

Autumn 1: Relationships, Safeguarding & Harm Prevention

We ek	Learning Intention	Core Knowledg e (Know)	Understan d	Be Able To	Vocabul ary	Assessment	RSHE/KCSI E/PfA Link	Resource
1	Healthy Adult	Character istics of	Adult relationships	Analyse relations	commitm ent,	Healthy/unh ealthy	RSHE: Respectfu	https://pshe- association.org.uk

	Relationships	healthy adult relationships; equality; respect; communication	people require reciprocity and responsibility	hip scenarios	equality, reciprocity, respect	comparison task	I & Intimate Relationships; PfA: Healthy Relationships	
2	Recognising Coercive Control	Coercive control, manipulation, isolation, monitoring behaviour	Abuse is not always physical	Identify warning signs	coercion, manipulation, isolation, control	Case study analysis	RSHE: Abuse & Exploitation; KCSIE: Safeguarding	https://www.womensaid.org.uk
3	Domestic Abuse Awareness	Types of abuse; support services; reporting pathways	Domestic abuse affects individuals and families	Access support appropriately	domestic abuse, victim, support, disclosure	Help-seeking exercise	KCSIE: Abuse Prevention	https://www.refuge.org.uk
4	Sexual Harassment and	Sexual harassment,	Harmful behaviour creates	Challenge inappropriate	harassment, bystander	Scenario evaluation	KCSIE Part 5	https://learning.nspcc.org.uk

	Harmful Behaviour	inappropriate behaviour, reporting routes	unsafe environments	appropriate behaviour safely	r, respect, reporting			
5	Violence Against Women and Girls (VAWG)	Gender-based violence, myths, prevention strategies	Harmful attitudes contribute to abuse	Challenge harmful narratives	misogyny, stereotypes, discrimination, violence	Myth/fact assessment	RSHE, KCSIE	https://www.gov.uk
6	Bystander Intervention	Safe intervention strategies	Everyone can contribute to safer communities	Apply intervention models	bystander, intervention, challenge, ally	Role-play task	KCSIE Safeguarding	https://www.pol-ed.co.uk
7	Child Criminal Exploitation Revisited	Recruitment methods; debt bondage;	Exploitation can affect any young person	Recognise indicators	exploitation, grooming, coercion, risk	CCE case study	KCSIE: CCE	https://www.pol-ed.co.uk

		criminal networks						
8	County Lines & Serious Violence	Criminal networks; indicators; support	Vulnerability increases risk	Access support services	county lines, violence, criminality	Retrieval quiz	KCSIE Serious Violence	https://www.childrenssociety.org.uk
9	Radicalisation & Extremism	Radicalisation process; vulnerabilities; Prevent	Extremist groups exploit vulnerabilities	Recognise warning signs	radicalisation, extremism, ideology	Scenario analysis	Prevent Duty	https://www.educateagainsthate.com
10	Knife Crime & Personal Safety	Risk factors; consequences; support services	Decisions can have long-term impact	Make safer choices	consequence, risk, safeguarding	Safety planning activity	KCSIE Serious Violence	https://www.pol-ed.co.uk
11	Reporting Concerns & Help-Seeking	Internal and external reporting routes	Early reporting protects people	Access support pathways	disclosure, safeguarding, referral	Reporting flowchart task	KCSIE	https://www.childline.org.uk

12	Retrieval & Assessment	Consolidation of safeguarding knowledge	All safeguarding themes are interconnected	Apply learning to scenarios	retrieval, assessment	End unit assessment	All strands	School assessment
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Autumn 2: Physical Health, Mental Health & Risk

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Assessment	Resource
13	Understanding Stress	Stress responses and triggers	Stress can affect physical and mental health	Identify stressors	Stress profile task	https://www.nhs.uk/every-mind-matters
14	Managing Anxiety	Anxiety symptoms and coping strategies	Anxiety is manageable with support	Apply coping techniques	Reflection task	https://www.youngminds.org.uk

15	Resilience and Coping Strategies	Protective factors	Resilience can be developed	Build coping plans	Resilience plan	https://www.youngminds.org.uk
16	Substance Misuse: Alcohol	Alcohol effects and risks	Alcohol influences decision-making	Evaluate risks	Knowledge quiz	https://www.talktofrank.com
17	Substance Misuse: Drugs	Drug categories and impacts	Drug misuse affects health and wellbeing	Access support	Drug scenario task	https://www.talktofrank.com
18	Vaping and Nicotine	Health effects and addiction	Vaping is not risk-free	Challenge myths	Myth/fact test	https://www.nhs.uk
19	Energy Drinks and Health	Caffeine effects	Lifestyle choices affect wellbeing	Make informed choices	Decision-making task	https://www.nhs.uk
20	Sleep and Performance	Sleep and adolescent development	Sleep supports learning and wellbeing	Improve routines	Sleep audit	https://www.nhs.uk

21	Body Image and Appearance Ideals	Media influence and body image	Unrealistic standards can affect self-esteem	Evaluate influences	Image analysis	https://www.youngminds.org.uk
22	Mental Health Support Services	Available support systems	Early support improves outcomes	Access support	Service mapping task	https://www.youngminds.org.uk
23	First Aid Awareness	Emergency response principles	Early action can reduce harm	Respond appropriately	Scenario task	https://www.redcross.org.uk
24	Retrieval & Assessment	Application of health knowledge	Health choices influence future outcomes	Demonstrate understanding	End unit assessment	School assessment

Spring Term: Online Safety, Media Literacy & Emerging Technologies

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Assessment	KCSIE Link	Resource
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25	Digital Reputation	Digital footprints and permanence	Online actions have consequences	Manage online identity	Audit task	Online Safety	https://www.thinkuknow.co.uk
26	Online Relationships	Risks and benefits of online communication	Digital interactions influence wellbeing	Apply safety strategies	Scenario task	Online Safety	https://www.thinkuknow.co.uk
27	Misinformation & Fake News	Reliable and unreliable sources	Information requires evaluation	Fact-check claims	Source analysis	Online Safety	https://www.childnet.com
28	Influencers & Persuasion	Marketing, influence and algorithms	Online content affects choices	Evaluate persuasion techniques	Influencer evaluation	Online Safety	https://www.bbc.co.uk/bitesize
29	Artificial Intelligence	AI uses, benefits and risks	AI can create misleading content	Critically evaluate outputs	AI case study	Online Safety	https://saferinternet.org.uk
30	Deepfakes & Synthetic Media	How deepfakes are created	Digital content	Identify risk indicators	Analysis task	Online Safety	https://saferinternet.org.uk

			may not be genuine				
31	Online Fraud & Scams	Scam techniques and financial exploitation	Criminals exploit vulnerabilities	Recognise scams	Scam identification	Financial Safety	https://www.moneyhelper.org.uk
32	Online Gambling & Gaming Risks	Loot boxes, gambling and financial harm	Risk-taking behaviours have consequences	Make informed choices	Scenario review	Online Safety	https://www.gamcare.org.uk
33	Image-Based Abuse	Sharing images and legal implications	Digital consent is essential	Make safer choices	Consent task	KCSIE Online Safety	https://learning.nspcc.org.uk
34	Reporting Online Harm	Reporting procedures and support	Reporting is protective	Access support	Reporting exercise	Online Safety	https://www.thinkuknow.co.uk
35	Digital Citizenship	Rights and responsibilities online	Responsible digital behaviour matters	Demonstrate digital citizenship	Reflection activity	Online Safety	https://saferinternet.org.uk

36	Retrieval & Assessment	Consolidation	Digital safety supports lifelong wellbeing	Apply learning	Assessment	School assessment
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Summer Term: Careers, Financial Education & Preparing for Adulthood

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Gatsby/PfA Link	Resource
37	Labour Market Information	Employment sectors and trends	Labour markets change	Research opportunities	Gatsby 2	https://nationalcareers.service.gov.uk
38	Employability Skills	Employer expectations	Skills influence employability	Audit skills	Gatsby 3	https://www.careersandenterprise.co.uk
39	Writing Effective CVs	CV structure and content	Presentation influences opportunities	Draft a CV	Gatsby 3	https://nationalcareers.service.gov.uk

40	Interview Skills	Interview techniques	Preparation improves outcomes	Practise interview responses	Gatsby 5	https://nationalcareers.service.gov.uk
41	Apprenticeships & T Levels	Technical pathways	Different routes suit different learners	Compare pathways	Gatsby 7	https://www.amazingapprenticeships.com
42	Further Education Pathways	College and sixth-form options	Qualifications link to careers	Plan pathways	Gatsby 7	https://nationalcareers.service.gov.uk
43	Understanding Payslips	Income tax, NI and deductions	Gross and net pay differ	Read payslips	Independent Living	https://www.moneyhelper.org.uk
44	Banking & Financial Services	Current accounts and banking products	Financial services support independence	Compare accounts	Independent Living	https://www.moneyhelper.org.uk
45	Budgeting for Independence	Income and expenditure	Budgets support financial wellbeing	Create a budget	Independent Living	https://www.young-enterprise.org.uk/young-money

46	Credit, Debt & Borrowing	Credit products and risks	Borrowing has consequences	Assess financial risk	Independent Living	https://www.moneyhelper.org.uk
47	Consumer Rights	Consumer protection laws	Consumers have legal rights	Resolve consumer issues	Independent Living	https://www.citizensadvice.org.uk
48	Preparing for Adulthood Review & Assessment	Employment, independent living, community inclusion and good health	Adult success requires knowledge across all strands	Evaluate readiness for adulthood	PfA Outcomes	https://www.preparingforadulthood.org.uk

Year 10 End Points

Pupils Know	Pupils Understand	Pupils Can Do
Coercive control, abuse, exploitation, serious violence, online	How relationships, safeguarding, health and	Recognise abusive behaviours, seek support, manage risk, evaluate online content, prepare for

risks, employability, taxation, budgeting and financial responsibility	economic wellbeing intersect in adult life	employment, understand financial responsibilities and make informed life choices
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Progression Pathway

Year 7	Year 8	Year 9	Year 10	Year 11
Boundaries	Consent	Intimate Relationships	Abuse, Exploitation & Adult Risk	Adult Relationships, Parenting & Independent Living

This architecture directly evidences sequencing, statutory coverage, KCSIE priorities, Preparing for Adulthood outcomes, Gatsby Benchmark integration, retrieval, assessment, and clear progression into Year 11.

Year 11 PSHE Curriculum Map

Big Question:

"How can I successfully transition into adulthood, maintain healthy relationships, manage my wellbeing and thrive independently?"

Year 11 Intent

Year 11 represents the culmination of the five-year PSHE, RSHE and Preparing for Adulthood curriculum. Building upon pupils' understanding of relationships, safeguarding, rights, responsibilities, independence and future pathways, the curriculum explicitly prepares young people for successful transition into post-16 education, employment, training and adult life. Pupils develop the knowledge, skills, attributes and confidence required to navigate increasingly complex decisions relating to health, wellbeing, relationships, employment, finances, housing, citizenship and personal safety.

Through a carefully sequenced programme of learning, pupils strengthen their resilience, self-management, financial capability, employability and decision-making skills whilst developing a secure understanding of their rights, responsibilities and the support available to them as they move towards adulthood. The curriculum empowers pupils to become informed, responsible and active members of society who can maintain healthy relationships, manage risks effectively, contribute positively to their communities and make successful transitions into their chosen destinations.

Year 11 provides an explicit focus on the four **Preparing for Adulthood outcomes**, ensuring that all pupils leave school equipped with the knowledge and skills needed to thrive in adult life, achieve economic wellbeing, maintain good physical and mental health, live as independently as possible and participate confidently within their communities.

Preparing for Adulthood Outcomes

- **Employment** (Primary Focus)
- **Independent Living**
- **Community Inclusion**
- **Good Health**

Year 11 Progression Rationale

Having explored adult responsibilities, safeguarding, employability, financial capability and independence in Year 10, pupils now apply this learning to real-life transition planning. Learning focuses on destination readiness, financial independence, housing, employment rights, healthy adult

relationships, community participation and long-term goal setting. The curriculum ensures pupils leave compulsory education prepared not only for their immediate next steps, but also for successful participation in adult life beyond school.

Prior Learning (Years 7-10)

- Healthy friendships, boundaries and consent
- Intimate relationships and sexual health
- Online safety and media literacy
- Coercive control, domestic abuse and exploitation
- Employability skills
- Budgeting and financial planning
- Mental wellbeing and resilience

Future Learning (Post-16)

- Further education, pre-Internships, supported Internships, apprenticeships and employment
- Independent living
- Adult relationships
- Parenting and family life
- Long-term financial management
- Civic participation

Autumn 1: Adult Relationships, Family Life & Sexual Health

Week	Learning Intention	Core Knowledge (Know)	Understand	Be Able To	Vocabulary	Assessment	RSHE/KCSIE /PfA Link	Resource
1	Healthy Adult Relationships	Long-term relationship characteristics; commitment; respect; equality	Healthy relationships require continual communication and respect	Evaluate relationship scenarios	commitment, compromise, respect, equality	Relationship analysis task	RSHE: Intimate Relationships; PfA: Community Inclusion	https://pshe-association.org.uk
2	Managing Conflict Constructively	Sources of conflict; healthy resolution strategies	Disagreement can be resolved respectfully	Apply conflict-resolution techniques	conflict, negotiation, compromise, resolution	Conflict scenario task	RSHE: Respectful Relationships	https://www.childline.org.uk
3	Recognising Relationship Red Flags	Indicators of unhealthy and abusive	Early recognition supports safety	Identify warning signs	manipulation, coercion, control, abuse	Case study analysis	KCSIE: Harm Prevention	https://www.womensaid.org.uk

		relationships						
4	Family Life and Parenting Awareness	Parenting responsibilities; child development basics	Parenting involves significant responsibility	Evaluate parenting challenges	parenting, responsibility, nurture, development	Parenting reflection task	RSHE: Families & Parenting; PfA: Independent Living	https://www.familylives.org.uk
5	Sexual Health Services and Support	Sexual health services; confidentiality; healthcare pathways	Healthcare services support wellbeing	Access reliable support services	confidentiality, clinic, healthcare, wellbeing	Service mapping activity	RSHE: Sexual Health	https://www.nhs.uk/live-well/sexual-health
6	Fertility, Pregnancy and Reproductive Choices	Fertility, pregnancy and support services	Reproductive choices require informed decision making	Identify support pathways	fertility, pregnancy, reproduction, choice	Knowledge check	RSHE: Sexual Health	https://www.brook.org.uk
7	Marriage, Civil Partnerships	Legal recognition of	Relationships have legal and	Compare relationships	marriage, partnership,	Comparison task	RSHE: Families	https://www.gov.uk

	ps and Commitments	relationships and commitment	social dimensions	commitments	commitment, legal rights			
8	Relationship Breakdown and Bereavement	Loss, separation and coping strategies	Relationships sometimes end	Access support and coping strategies	grief, loss, resilience, support	Reflection activity	Mental Wellbeing	https://www.youngminds.org.uk
9	Digital Relationships and Adult Responsibilities	Digital communication and healthy boundaries	Technology affects adult relationships	Manage digital interactions responsibly	boundaries, privacy, communication	Scenario assessment	KCSIE: Online Safety	https://www.thinkuknow.co.uk
10	Revisiting Consent in Adult Contexts	Consent in adult relationships; legal and ethical implications	Consent remains essential in all relationships	Apply consent principles	consent, autonomy, communication	Case study task	RSHE: Consent	https://www.brook.org.uk

11	Relationship Decision-Making	Influences on relationship choices	Decisions have long-term consequences	Evaluate options effectively	decision-making, influence, consequence	Decision-making framework	PfA: Healthy Relationships	https://pshe-association.org.uk
12	Retrieval & Assessment	Consolidation of relationship knowledge	Adult relationships require multiple skills	Apply learning holistically	retrieval, assessment	End unit assessment	All strands	School assessment

Autumn 2: Health, Wellbeing & Managing Change

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Assessment	Resource
13	Transition and Change	Common transitions after Year 11	Change can create opportunities and	Plan for transition	Transition planning task	https://www.youngminds.org.uk

			challenge s			
14	Managing Stress During Examinations	Stress management strategies	Stress affects performance and wellbeing	Use coping techniques	Wellbeing plan	https://www.nhs.uk/every-mind-matters
15	Building Long-Term Resilience	Protective factors and resilience	Resilience develops over time	Create resilience strategies	Personal resilience audit	https://www.youngminds.org.uk
16	Mental Health Support in Post-16 Settings	Support services available after Year 11	Help remains available beyond school	Access support services	Service mapping	https://www.nhs.uk
17	Sleep, Independence and Self-Care	Self-management strategies	Adult responsibilities require self-regulation	Develop routines	Self-care plan	https://www.nhs.uk

18	Substance Use and Adult Decision Making	Long-term consequences of risk-taking behaviours	Choices affect future outcomes	Evaluate risks responsibly	Risk analysis	https://www.talktofrank.com
19	Healthy Lifestyles in Adulthood	Sustainable wellbeing habits	Lifestyle choices influence wellbeing	Plan healthy routines	Lifestyle planner	https://www.nhs.uk/better-health
20	Personal Safety Beyond School	Safety in public, work and social settings	Risks change as independence increases	Apply safety strategies	Safety scenario task	https://www.pol-ed.co.uk
21	First Aid and Emergency Response	Basic emergency procedures	Rapid response can reduce harm	Apply emergency principles	Emergency assessment	https://www.redcross.org.uk
22	Community Health	Health inequalities and	Communities influence	Identify support services	Community	https://www.nhs.uk

	and Wellbeing	community wellbeing	health outcomes		mapping		
23	Reflecting on Personal Growth	Personal development journey	Self-reflection supports progress	Evaluate strengths and needs	Reflection on journal	PfA Outcomes	https://www.preparingforadulthood.org.uk
24	Retrieval & Assessment	Consolidation of health knowledge	Wellbeing requires lifelong management	Apply learning	End unit assessment	School assessment	

Spring Term: Independent Living & Financial Capability

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Gatsby/PfA Link	Resource
25	Understanding Income and Payslips	Gross pay, net pay, deductions	Earnings are affected by taxation	Interpret payslips	Independent Living	https://www.moneyhelper.org.uk

26	Tax, National Insurance and Public Services	Taxation and government funding	Taxes support public services	Explain deductions	Independent Living	https://www.moneyhelper.org.uk
27	Budgeting for Adult Life	Managing income and expenditure	Financial planning supports independence	Create realistic budgets	Independent Living	https://www.young-enterprise.org.uk/young-money
28	Saving and Financial Goals	Savings products and planning	Saving supports future opportunities	Develop savings plans	Independent Living	https://www.moneyhelper.org.uk
29	Credit, Loans and Debt	Borrowing products and debt risks	Debt can have long-term impacts	Assess borrowing decisions	Independent Living	https://www.moneyhelper.org.uk
30	Consumer Rights and Responsibilities	Consumer protection and contracts	Consumers have legal protections	Resolve common issues	Independent Living	https://www.citizensadvice.org.uk
31	Renting Accommodation	Types of tenancy;	Housing brings legal	Compare housing options	Independent Living	https://www.citizensadvice.org.uk

		housing costs	and financial obligations			
32	Household Bills and Utilities	Utilities, council tax and living costs	Adult living requires financial planning	Calculate living costs	Independent Living	https://www.moneyhelper.org.uk
33	Financial Fraud and Scams	Fraud methods and prevention	Criminals target vulnerable consumers	Recognise and avoid scams	Financial Safety	https://www.moneyhelper.org.uk
34	Banking, Insurance and Financial Products	Financial products and risk management	Financial decisions have long-term implications	Compare products	Independent Living	https://www.moneyhelper.org.uk
35	Preparing for Independent Living Review	Housing, budgeting and self-management	Independence requires multiple skills	Evaluate readiness	PfA: Independent Living	https://www.preparingforadulthood.org.uk
36	Retrieval & Assessment	Consolidation	Financial capability supports adulthood	Demonstrate understanding	End unit assessment	School assessment

Summer Term: Careers, Employability & Post-16 Destinations

Week	Learning Intention	Core Knowledge	Understand	Be Able To	Gatsby/Pf A Link	Resource
37	Post-16 Pathways	Sixth forms, colleges, apprenticeships and training	Different pathways suit different aspirations	Compare options	Gatsby 7	https://nationalcareers.service.gov.uk
38	Labour Market Information	Employment sectors and growth industries	Labour markets change over time	Analyse labour market data	Gatsby 2	https://nationalcareers.service.gov.uk
39	Employability Skills	Skills employers value	Transferable skills support employability	Assess strengths	Gatsby 3	https://www.careersandenterprise.co.uk
40	CV Development	Effective CV writing techniques	Presentation influences recruitment	Produce a professional CV	Gatsby 3	https://nationalcareers.service.gov.uk

41	Applications and Personal Statements	Application processes and expectations	Strong applications improve opportunities	Draft applications	Gatsby 4	https://nationalcareers.service.gov.uk
42	Interview Skills	Interview structure and preparation	Preparation improves confidence	Demonstrate interview skills	Gatsby 5	https://nationalcareers.service.gov.uk
43	Workplace Expectations	Employer expectations and professionalism	Professional behaviour supports success	Apply workplace standards	Gatsby 5	https://www.acas.org.uk
44	Employment Rights and Responsibilities	Employment law basics	Employees have rights and responsibilities	Identify workplace protections	Gatsby 5	https://www.acas.org.uk
45	Apprenticeships and Technical Routes	Apprenticeship pathways and benefits	Technical education can lead to employment	Evaluate pathways	Gatsby 7	https://www.amazingapprenticeships.com

46	Entrepreneurship and Enterprise	Business planning and enterprise skills	Innovation creates opportunities	Apply enterprise thinking	Gatsby 4	https://www.young-enterprise.org.uk
47	Preparing for the Next Stage	Transition planning and destination preparation	Preparation supports success	Develop personal action plans	PfA: Employment	https://www.preparingforadulthood.org.uk
48	End of Key Stage Assessment & Reflection	Review of Years 7-11 PSHE knowledge	Learning is cumulative and interconnected	Demonstrate readiness for adulthood	All Gatsby & PfA Outcomes	Whole-key-stage assessment

Year 11 End Points

Pupils Know	Pupils Understand	Pupils Can Do
Adult relationships, parenting awareness, post-16 pathways, taxation, housing, budgeting, employment rights and independent living responsibilities	Successful adulthood requires informed decision-making across relationships, health, employment and finance	Transition confidently to post-16 education, manage a budget, understand tenancy responsibilities, access support services, evaluate career pathways and maintain healthy adult relationships

Progression Pathway

Year 7	Year 8	Year 9	Year 10	Year 11
Belonging, Friendships & Boundaries	Consent, Influence & Online Relationships	Intimate Relationships, Sexual Health & Exploitation Awareness	Abuse, Exploitation, Safeguarding, Risk & Employability	Adult Relationships, Independence, Employability & Transition

This Year 11 architecture completes the five-year sequence and provides explicit progression, statutory RSHE coverage, KCSIE safeguarding links, Gatsby Benchmark integration, Preparing for Adulthood outcomes, retrieval opportunities and assessment evidence expected within a strong PSHE curriculum model.

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1.0	September 2026	SN	September 2027