

Abbey Grange C of E Academy **Policies & Procedures**

Relationships & Sex Education Policy

Approved on	2 nd October 2025
Approved by	Governing Body
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Next review due	29 th September 2026.

Relationships & Sex Education (RSE) Policy

Introduction

Abbey Grange Church of England Academy (hereafter referred to as Abbey Grange) is committed to ensuring students are given the opportunity to learn about relationships and sex education as this is an important aspect of young people's development and preparation for making responsible and well-informed decisions in their lives.

The DfE's guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Relationships and sex education (RSE) is taught objectively and does not promote any form of sexual orientation. Relationships and Sex Education (RSE) is taught in Religious Studies (RS), Science and Personal Social Health and Economic Education (PSHE).

There are planned opportunities for RSE during drop down days/session; however, teachers address questions from students, as and when they occur, if they are deemed pertinent to understanding and age appropriate. Planned learning is sensitive and age-appropriate and may be adapted at any time considering current national and local context.

Religious views and beliefs about relationships are taught in Religious Studies (RS) which is a part of our curriculum.

Aims

The Church of England Education Office faith-sensitive and inclusive approach to RSE is underpinned by two key biblical passages:

- *So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*
- *I have come in order that you might have life-life in all its fullness. (John 10:10, GNB)*

As such, Abbey Grange aims to ensure everyone is treated with dignity throughout their learning, as all people are made in the image of God and loved equally by God. RSE at Abbey Grange promotes healthy resilient relationships set in the context of character and virtue development.

We reflect the vision and associated values of the academy, promoting reverence for the gift of human sexuality and encouraging relationships that are hopeful and aspirational. We seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice; but not seek to teach only one moral position.

The overall aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Ensure RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community (also in line with the Equalities Act).
- Seek to build resilience in our students to help them understand what a healthy relationship looks like and to recognise the warning signs of an unhealthy relationship, both physical and mental, in order to keep them safe and happy.
- To understand the unrealistic and potentially harmful influence of pornography in all its forms.

Statutory Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Abbey Grange, we teach RSE as set out in this policy.

Policy Development

As an Academy committed to educating, nurturing and empowering our students in partnership with all stakeholders, parents and staff have been involved with this policy.

It is recognised by Abbey Grange that parents/carers are the first educators of children, and it is, therefore important that parents and carers have the opportunity to contribute to the development of this policy through staged and meaningful consultation. Although there is no option to veto, the opportunity to have the policy enriched by the views of those who are part of our wider community is important to ensure we suit the needs of the young people we are educating.

The consultation and policy development process involved the following steps:

- Review - collating all relevant information including national and local guidance before Governor review and feedback.
- Staff consultation - school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation - parents and any interested parties were invited to offer feedback and suggestion about the draft policy.
- Student consultation - we investigated what exactly students want from their RSE.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

- As well as the biological aspects of sex education as covered in the science curriculum, the following will be covered in an age-appropriate way:
- different types of relationships including friendships, family relationships, dealing with strangers and intimate relationships
- how to recognise, understand and build healthy relationships, including self-
- respect and respect for other; commitment, tolerance, boundaries and consent; how to manage conflict; and also, how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health

- healthy relationships and safety online
- factual knowledge around sex, sexual health, and sexuality
- healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education
- healthy minds including emotional wellbeing, resilience, mental health
- Factual knowledge around fertility and pregnancy, including miscarriage
- Pregnancy choices
- How to access support and advice

Curriculum

Our Curriculum is set out as per Appendix 1, but we reserve the flexibility to adapt where necessary. We have developed the curriculum in consultation with parents and carers, students, governors and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) Character Curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). Some less sensitive elements specific to certain groups or ages may also be taught during form time or assemblies, such as those aimed at specific genders or age groups.

Students may also receive stand-alone sex education sessions delivered by a trained health professional, which would occur in our (PSHE) Character lessons. Considerations will be given to the need for small group teaching on sensitive issues if felt needed for particular groups of students who would benefit from this.

RSE focuses on giving young people the information they need to help them understand that families and relationships can and often exist in many forms outside of what may be considered traditional or typical family structures. In addition, RSE aims to help students develop healthy, nurturing relationships of their own in forms including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that understanding and respect is shown to children regardless of their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Resources

Resources are carefully selected to ensure they are from credible sources and appropriate for the age and maturity of students. When teaching sensitive topics, staff are mindful that some students' may have been exposed or at risk of content being taught. Any resources must not exhibit any content that may provoke distress.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. The Behaviour policy ensures that all staff challenge inappropriate language.

Inclusion, equality, and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include pupils with different abilities and aptitudes, experiences, religious/ cultural backgrounds, gender, and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning considers all needs of the pupils to ensure all can access

the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/ biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion, and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and disabilities (SEND):

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote

understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

Pupils who are new to English

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Learning environment and ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners, and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Roles and Responsibilities

The Governing Body

The governing body approve the RSE policy and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to be excused students from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs and questions of individual students
- reporting concerns (usually via CPOMs as per the school Safeguarding and Child Protection Policy)
- responding appropriately to students whose parents wish them to be excused from the non-statutory components of RSE (see section 8)

Staff do not have the right to opt out of teaching RSE but are offered the opportunity to discuss being excused from teaching sensitive topics. Staff who have concerns about teaching certain RSE topics are encouraged to discuss this with the Principal.

Staff involved in teaching RSE are coordinated by the Head of Science, Head of Religious Studies, PHSE coordinator and can be members of any department. Additional support can be coordinated and provided by the SEND, safeguarding and pastoral teams when the need for individual students arises.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treating others with respect and sensitivity. Rewards and sanctions will be awarded in the same way as other lessons as per the academy Behaviour Policy.

The right to withdraw

Parents and carers have the right to request their children are excused from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for a child to be excused should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of requests to have a child excused will be placed in the student's educational record and logged on CPOMs.

The Principal, or an appropriate member of staff chosen by the Principal, will discuss the request with parents or carers and take appropriate action. Only in the most exceptional circumstances will a request for a child to be excused from non-statutory RSE be refused, but every effort will be made to encourage the parent or carer to allow attendance due to the important nature of RSE.

Alternative work will be given to students who are excused.

Training

Staff are given guidance and offered training on the delivery of RSE where training is identified as being needed or of benefit to the staff member/s. If whole school training is delivered this will be done via the times set aside for continuing professional development (CPD) as per the school calendar. In addition, staff are encouraged to attend training provided by the Local Authority, and time will be granted by the Principal (except in extreme circumstances) to allow staff to access such training.

The Principal (or appropriate staff allocated by the Principal) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where possible and appropriate.

Monitoring arrangements

The delivery of RSE is monitored by the Head of Health and Personal Development through:

- Learning walks
- Student and staff surveys offering feedback
- RSE taught as part of the science and RS curriculum is monitored as part of the normal quality assurance process for all subjects.

As part of the monitoring process this policy is reviewed annually by the Principal and Governors. At every review, the policy will be approved by the Governing board and Principal.

Appendix 1

Subject	Abbey Character
Year Group	Year 7

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic:	Transition – safety & moving forward Community Careers & Aspiration	Diversity Positive relationships Cyber bullying – managing wellbeing online
Threshold Concepts (Knowledge): Living in the wider world Relationships Health & Well-being	<i>By the end of this unit students should know:</i> - Introduction to the concept of community and belonging. - Rules, laws, and social norms. - Understanding the concept of friendship and qualities of healthy relationships. - Basic introduction to careers and progression routes.	<i>By the end of this unit students should know:</i> - Introduction to diversity, equality, and inclusion. - Introduction to mental health awareness: emotions, self-esteem, and resilience. - Building a personal self-care routine. - Understanding the concept of friendship and qualities of healthy relationships. - Introduction to respectful behaviour and boundaries.

	Development of prior learning: This term builds on Key Stage 2 learning by deepening students' understanding of personal growth during transitions, including their move to secondary school. It expands on Key Stage 2 concepts of personal responsibility and respect for others by exploring community involvement and the importance of positive contributions. Additionally, the unit extends students' exploration of future aspirations, encouraging them to consider career options and their potential roles in society, following the foundations of self-awareness and goal-setting introduced in Key Stage 2.	Development of prior learning: The next unit on <i>Diversity (LGBT+), Positive Relationships, and Cyberbullying</i> builds on prior learning by deepening students' understanding of community and respect for others. Following the unit on transition, community, and careers, students will further explore the importance of inclusion, focusing on LGBT+ identities and how respect for diversity contributes to positive relationships. This connects with their earlier reflections on personal aspirations by highlighting how diverse identities are represented and valued in different careers. Additionally, the unit builds on KS2 learning about respect, kindness, and friendships, expanding this to address more complex issues like consent, positive relationships, and the impact of cyberbullying, helping students develop stronger communication skills and a deeper understanding of how to navigate diverse and challenging social situations.
Threshold Concepts: (skills) Living in the wider world Relationships Health & Well-being	<i>By the end of this unit students should be able to:</i> • Understand and manage transition: Recognise and reflect on the changes and challenges of moving from primary to secondary school, and develop strategies for adapting to new environments and routines. • Contribute to and understand their community: Demonstrate an understanding of their role within the school community, showing respect for others and an appreciation for diversity, and how they can make positive contributions. Students will understand what the Abbey Character represents, how the Abbey pledges help our students to develop and the importance of oracy as a tool for learning in the classroom and beyond. • Explore career aspirations and personal goals: Identify personal strengths, interests, and skills, and begin to consider career aspirations and future goals while understanding the variety of career paths available. <i>Development based on what students could already do:</i>	<i>By the end of this unit students should be able to:</i> • Understand and respect diversity: Recognise and appreciate LGBT+ identities, demonstrating respect and empathy for people from diverse backgrounds. • Build positive relationships: Identify the characteristics of healthy relationships, including communication, respect, and consent, and apply these principles in their own interactions. • Recognise and address cyberbullying: Understand the impact of cyberbullying, identify appropriate ways to respond to and prevent it, and know where to seek help if needed. <i>Development based on what students could already do:</i> This unit develops students' existing skills by deepening their understanding of respect and empathy for others, building on the foundations of community and positive relationships established in earlier lessons. It extends their ability to navigate social interactions by introducing more complex topics like LGBT+ identities, consent, and cyberbullying. Students will enhance their communication and conflict-resolution skills, applying these in the context of diverse relationships, both online and offline, and reinforcing their ability to make informed, respectful choices in their interactions.
Wider skills and capabilities: Oracy all oracy objectives to be met by all students across the year	Physical: To speak audibly. To use body language to show active listening. To show engagement and active listening through facial expression. To adjust tone, volume and pace according to context, purpose and audience. To experiment with simple gestures to convey and enhance Linguistic: To use sentence stems to signal when building on or challenging others' ideas.	

Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	To adapt language and formality in different situations according to audience. To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk. To deploy key subject-specific vocabulary. To consider how and when to use humour and use it effectively To understand and use devices like sarcasm and mimicry. Cognitive To reach shared agreement in discussions through reasoning and negotiation. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To ask probing and clarifying questions to develop knowledge and understanding. To build on, challenge and reason with ideas to develop knowledge and understanding. To make connections between what has been said and their own and others' experiences. To reflect on their own and others' oracy skills and identify how to improve. Social & Emotional To manage own interactions, showing an awareness of relevance and coherence. To recognise when someone is unsure and rephrase or explain ideas in more detail. To be aware of others who have not spoken and to invite them into discussion.	
Wider skills and capabilities: Reading	Through reading relevant texts, such as stories, case studies and articles, students can deepen their understanding and reflect on different perspectives and experiences related to transitions and aspirations. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	Through reading, students will deepen their understanding by engaging with texts on LGBT+ issues, positive relationships, and cyberbullying. They will analyse different perspectives, strengthening their ability to empathise with others and identify key concepts like consent, respect, and the impact of bullying.
ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success The Year 7 PSHE curriculum focuses on transition and careers, linking directly to the Abbey character of Aspiration. It encourages students to set high standards, believe in their potential, and take ownership of their learning. By exploring their aspirations, students build confidence, seek growth	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society This unit links to the Abbey character of Benevolence by encouraging kindness, empathy, and concern for others. Through exploring diversity, positive relationships, and cyberbullying, students learn the importance of standing up for others, promoting inclusivity, and supporting healthy

	opportunities, and embrace the value of aspiration. Students will set a career goal.	relationships. It reinforces acting with goodwill and taking responsibility for creating a positive, caring community.
Careers	Students will be introduced to the importance of employability skills whilst also considering progression routes. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	This unit links to careers by teaching students the importance of inclusivity, respect, and empathy in the workplace. As they explore LGBT+ identities, positive relationships, and cyberbullying, they learn how these values are crucial for creating diverse and supportive environments. Students will also understand that promoting equality and standing up against discrimination are essential skills for success in any career.
Assessment	Students will be assessed through group discussions on transition, community, and career aspirations, a reflective written task on secondary school challenges and career interests, and a presentation or poster outlining their future aspirations, strengths, and how they can develop their 'character' through the Abbey pledges. This will assess both their knowledge and communication skills.	Assessment will include group discussions to assess students' ability to articulate their understanding of diversity, relationships, and cyberbullying. Written reflections will allow students to demonstrate their insights on key topics, while presentations or posters on cyberbullying prevention or inclusivity will assess their application of the concepts. These methods a clear picture of students' knowledge, empathy, and communication skills.
Purpose (Why this assessment, why now?)	This assessment gauges students' understanding of transition, community, and careers & aspiration, while allowing reflection on personal development and future goals. It helps students consolidate learning at the start of secondary school, ensuring they feel prepared for changes, understand their role in the school community, and start thinking about their future. Conducted at this stage, it provides insights into their emotional adjustment and encourages goal-setting and self-awareness, laying a foundation for future growth.	This assessment is timely as it allows students to reflect on and apply their understanding of diversity, relationships, and cyberbullying after exploring these critical topics. By assessing now, teachers can gauge students' readiness to engage in respectful, inclusive behaviours and address and issues that arise. It provides an opportunity to identify any gaps in understanding early, so that further support can be provided. This can take place in the classroom, assemblies or in small groups.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.	
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.	
	Spring 1 - BELIEF	Spring 2 - EXCELLENCE

Topic:	Protected Characteristics Hidden Illnesses Social Media	Puberty Body Image Self Esteem
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> • Basic understanding of rights and responsibilities • About, and be able to define, diversity, equality, and inclusion • About how to create a personal self-care routine • About the concept of friendship and qualities of healthy relationships • What respectful behaviour and boundaries are <i>Development of prior learning:</i> These topics builds on prior learning by deepening students' understanding of respect, empathy, and healthy relationships. It extends earlier topics on diversity and positive relationships into a focus on protected characteristics, equality, and inclusion. The concept of personal responsibility and self-care builds on lessons about health and well-being, encouraging ownership of mental and physical health. The focus on respectful behaviour and boundaries reinforces skills from earlier discussions on kindness, helping students navigate real-world and online relationships. This progression strengthens their ability to apply knowledge in more complex situations.	<i>By the end of this unit students should know:</i> • Understanding the importance of physical health: basic hygiene, nutrition, and exercise. • Introduction to mental health awareness: emotions, self-esteem, and resilience. • Building a personal self-care routine. <i>Development of prior learning:</i> The Year 7 PSHE topics—transition, careers & aspirations, community, diversity, relationships, cyber-bullying, protected characteristics, hidden illnesses, and social media—lay the foundation for exploring puberty, body image, and self-esteem. The focus on transition helps students prepare for change, while self-awareness and relationships build confidence and respect for themselves and others. Discussions about diversity, cyber-bullying, and social media address the pressures that can affect body image and self-esteem. Lessons on protected characteristics and hidden illnesses promote self-acceptance and inclusion, laying a foundation for positive self-image as students navigate puberty.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • Understand their rights and responsibilities: Recognise the importance of protected characteristics and understand their responsibility to respect the rights and dignity of others. • Promote diversity, equality, and inclusion: Demonstrate an understanding of diversity and inclusion, and apply these principles in everyday interactions. • Build a personal self-care routine: Develop and maintain a self-care routine that supports their emotional and physical well-being, recognising the impact of hidden illnesses and seeking support when necessary. • Understand and identify healthy relationships: Identify the qualities of healthy friendships and relationships, and apply these principles in their own interactions, both offline and online. • Set and respect boundaries: Understand the importance of setting personal boundaries and respecting the boundaries of others in all relationships, including in digital spaces. <i>Development based on what students could already do:</i> These topics build on students' understanding of respect, kindness, and healthy relationships, linking directly to the Abbey character of BELIEF.	<i>By the end of this unit students should be able to:</i> • Understand the importance of physical health: Demonstrate knowledge of basic hygiene, nutrition, and exercise, and how these contribute to overall well-being and the physical changes that occur during puberty. • Introduction to mental health awareness: Recognise and manage emotions, identify factors that influence self-esteem, and understand the concept of resilience, including how to cope with challenges related to body image and personal growth. • Build a personal self-care routine: Create and implement a self-care routine that incorporates physical, emotional, and mental health practices to support their well-being during the changes of puberty. <i>Development based on what students could already do:</i> These topics build on students' prior learning about self-awareness, emotions, and healthy habits, aligning with the Abbey character of

	Students will deepen their belief in equality and fairness by exploring protected characteristics and their responsibility to respect others. They will strengthen their belief in self-care and care of others by learning about hidden illnesses. The unit also encourages students to believe in the value of healthy relationships, both online and offline, and apply this by setting and respecting boundaries. By the end, students will confidently foster a positive and inclusive environment in line with the Abbey character of BELIEF.	Excellence. By deepening their understanding of physical health, mental well-being, and self-care routines, students can strive for excellence in caring for both their bodies and minds. They will apply their knowledge of self-esteem and resilience to manage the changes of puberty with confidence, reinforcing the Abbey value of pursuing aspiration and maintaining high standards in all aspects of their lives.
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	<i>See targets above- all to be met across the year</i>	
Wider skills and capabilities: Reading	Students will develop their reading skills by engaging with various texts on topics like diversity, equality, self-care, and healthy relationships. They will practise comprehension to extract key ideas, deepening their understanding of protected characteristics and respect in relationships. Students will use critical thinking to evaluate viewpoints on issues like cyberbullying and inclusion and develop analytical skills as they examine the impact of hidden illnesses and ways to support others. Through reading, they will also build empathy, enhancing their ability to engage thoughtfully and respectfully in discussions.	Students can develop their reading skills through these topics by engaging with a range of texts related to puberty, body image, self-esteem, and mental health. By reading articles, stories, and case studies, students can improve their comprehension, critical thinking, and ability to analyse different viewpoints. Activities such as group discussions based on these texts will help students reflect on the content, build vocabulary, and connect ideas, enhancing their understanding. Additionally, reading about strategies for resilience or self-care routines allows students to explore real-life applications, deepening both their literacy and knowledge of key concepts.
ABBEY Character	Belief: In yourself and others. Living as one. This unit links to the Abbey character of BELIEF by encouraging students to have faith in themselves and others. By exploring diversity, inclusion, and healthy relationships, students will strengthen their belief in respecting everyone and contributing to an inclusive community. They will also build belief in their own worth through learning about self-care and supporting others with hidden illnesses. Reflecting on empathy, respect, and boundaries will help students develop a belief in the power of positive relationships and how their actions can impact others.	Excellence: Striving to be the best in everything you do. Looking after yourself and others The topics of puberty, body image, self-esteem, and mental health link to the Abbey character of Excellence by encouraging students to care for themselves and others. Understanding puberty, developing a positive body image, and building self-esteem support personal growth and resilience. Learning about mental health and self-care empowers students to look after their well-being and respect others, reflecting the Abbey value of striving for excellence in personal development and relationships.
Careers	This unit links to careers by teaching students that respect, empathy, and inclusion are key in professional settings. As they explore diversity, healthy relationships, and self-care, they'll see how these values create positive work environments. They'll also learn the importance of respecting rights and recognising hidden illnesses in diverse teams. The skills of empathy, communication, and setting boundaries are transferable to the workplace, helping students build successful careers and positively impact colleagues and communities.	Understanding personal development helps students approach their future careers by learning to manage change, overcome challenges, and maintain a healthy work-life balance. A positive body image and strong self-esteem boost confidence and performance in professional settings. Discussions on mental health highlight its importance in the workplace and the value of supporting colleagues. These topics promote personal growth, self-care, and emotional resilience, building a foundation for future career success.

Assessment	Assessment will include group discussions on diversity, self-care, and healthy relationships, written reflections on protected characteristics and equality, and presentations or posters on topics like cyberbullying prevention and inclusion. These methods will assess students' understanding, empathy, and communication skills, providing insights into their ability to apply key concepts in real-world scenarios.	Students will be assessed written assessments and oracy evaluations, including self-assessment, peer assessment, and teacher observation. Oracy will focus on self-reflection, goal-setting, and feedback on communication skills. Peer assessment will cover clarity, listening, and engagement, while teacher observation will assess students' ability to express ideas clearly and respectfully. Written reflections, quizzes, and group projects will evaluate understanding, and practical tasks like creating self-care routines will assess knowledge application. This variety ensures a holistic approach to monitoring personal development and communication skills.
Purpose (Why this assessment, why now?)	This assessment offers multiple ways for students to demonstrate their understanding of topics like diversity, self-care, and healthy relationships. Through discussions, written reflections, and presentations, students can express their knowledge in different formats. Assessing now helps teachers gauge readiness to apply these concepts in real-life situations and address any gaps before moving on to more advanced topics. It also allows for targeted support, ensuring a strong foundation for future personal and social development.	This aligns with our focus as an oracy school, emphasising the importance of strong communication skills alongside personal growth. At this stage, it's vital for students to express themselves confidently on topics like puberty, body image, and mental health. Oracy assessments encourage reflection on speaking and listening skills, supporting empathy, active listening, and constructive feedback. This approach allows students to reflect on their well-being and personal growth early in their secondary school journey.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.	

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	First Aid Personal Safety What is sex?	British Values & Culture Day – Celebrating who we are
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> About the concept of community and belonging: Learning about personal safety and First Aid emphasizes the importance of looking out for others, fostering a sense of community responsibility. The importance of physical health: basic hygiene, nutrition, and exercise: Personal safety and First Aid directly connect to maintaining physical health and hygiene, as well as understanding how to manage health emergencies effectively.	<i>By the end of this unit students should know:</i> About diversity, equality, and inclusion: This topic directly ties into understanding different cultures, promoting respect for diversity, and building an inclusive community. About rules, laws, and social norms: British values often include respect for the law and understanding societal norms that allow communities to function harmoniously.

	• The importance of self-care: First Aid and personal safety promote awareness of caring for oneself and others, teaching students how to respond to injuries and manage their health • About respectful behaviour and boundaries: "What is Sex?" addresses respectful behaviour, boundaries, and consent, which are essential in maintaining healthy, respectful relationships. • How to identify different types of relationships (family, friends, classmates): The topics discuss how to protect and support different types of relationships, including understanding how to care for family and friends in emergencies. <i>Development of prior learning:</i> These topics build on previous topics and expand on students' understanding of well-being, relationships, and responsibility. Early lessons on self-awareness and healthy relationships lay the foundation for skills like First Aid and personal safety. Topics on community and diversity help students recognise the importance of supporting others, while mental health awareness teaches emotional and physical well-being. The "what is sex?" topic builds on lessons about respectful behaviour, consent, and healthy relationships. Overall, these topics combine practical skills with emotional and social learning, applying knowledge to real-life situations.	• About diversity, equality, and inclusion: Exploring how respecting and valuing diversity leads to a more inclusive society. • A basic understanding of rights and responsibilities: Knowing the laws and rules also involves understanding one's rights and the responsibilities that come with living in society. <i>Development of prior learning:</i> The topics of British Values & Culture will build on previous lessons about diversity, protected characteristics, and positive relationships by deepening students' understanding of respect, tolerance, and equality in British society. While earlier lessons focused on valuing differences, exploring British values will show how these principles support an inclusive and respectful society. By examining laws, democracy, and individual freedoms, students will understand how diversity and protected characteristics are safeguarded. This will enhance their understanding of positive relationships, based on mutual respect and acceptance, both within the UK and globally. Culture Day will allow students to celebrate what makes us unique and similar.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • Demonstrate an understanding of basic First Aid. • Identify and apply personal safety strategies in different situations. • Understand and communicate the importance of consent, boundaries, and respectful behaviour in relationships. • Recognise the key concepts of physical and emotional health, including hygiene, nutrition, and self-care <i>Development based on what students could already do:</i> The topics of First Aid, Personal Safety, and "What is Sex?" build on prior learning, deepening students' understanding of well-being, relationships, and responsibility. First Aid and Personal Safety expand on community, positive relationships, and self-care, teaching emergency management and health care. "What is Sex?" connects to topics like diversity, boundaries, and respect, focusing on consent and healthy relationships, while reinforcing lessons on puberty, self-esteem, and resilience. These topics also address cyberbullying, helping students protect themselves online and offline and make informed decisions.	<i>By the end of this unit students should be able to:</i> • Understand key British values such as democracy, rule of law, individual liberty, and mutual respect. • Recognise the importance of diversity, inclusion, and protected characteristics in fostering a fair society. • Apply principles of equality, respect, and positive relationships in their interactions with others. • Reflect on their rights and responsibilities and the role of laws and social norms in creating a harmonious community. <i>Development based on what students could already do:</i> This builds on students' previous understanding of diversity and positive relationships, including recognising differences, valuing friendships, and identifying healthy relationship qualities. They have explored protected characteristics and the importance of respect for inclusivity. These topics deepen this knowledge, encouraging students to apply British values, equality, and respect to real-world contexts, while expanding their understanding of rights, responsibilities, and the role of laws in creating a fair society.

Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Reading can assess wider skills in First Aid, Personal Safety, and "What is Sex?" by using texts, case studies, and real-life scenarios. For First Aid, students read manuals or articles on emergency procedures, then summarise and apply the steps. In Personal Safety, safety guidelines or risk stories help assess their ability to analyse and apply strategies. For "What is Sex?", age-appropriate texts on relationships, consent, and boundaries are followed by discussions or reflections to assess comprehension and critical thinking. This approach develops reading skills, critical thinking, and empathy.	Students can develop their reading skills when studying British values by engaging with texts on topics like democracy, rule of law, and individual liberty. They will practise skimming, scanning, and critical reading to identify key ideas, evaluate perspectives, and distinguish fact from opinion. Group discussions will enhance comprehension and interpretation, while reflecting on vocabulary related to British values will expand their academic language and ability to express complex ideas.
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you The Abbey Character of Youth Leadership is demonstrated through First Aid, Personal Safety, and "What is Sex?" by empowering students to take responsibility for their well-being and others'. In First Aid, they learn and apply life-saving skills. In Personal Safety, they make choices to protect themselves and others, including setting boundaries. In "What is Sex?", they focus on respect and consent, making informed choices in relationships. These topics help students develop leadership skills, make responsible decisions, and strive to be their best.	Celebrating Abbey Grange: Celebrating who we are: Being Abbey Culture Day and studying British values align with the Abbey Character theme of Celebration by fostering community, respect, and belonging. Exploring values like democracy, rule of law, individual liberty, and mutual respect helps students understand the principles shaping their local and broader society. This connects to celebrating "who we are" at Abbey, promoting inclusivity, respect for diversity, and a positive school environment, reinforced through Culture Day.
Careers	These topics link to various careers, such as healthcare (doctors, nurses, paramedics) where First Aid skills are crucial, and roles in law enforcement, security, and social work, which focus on personal safety and protecting others.	British values and culture day link to careers by helping students understand how key values such as democracy, equality, and mutual respect are essential in the workplace.
Assessment	We will assess First Aid, Personal Safety, and "What is Sex?" through oracy, written reflections, and practical demonstrations. Students will explain concepts verbally in discussions, role-plays, and peer feedback. Written assessments will focus on key topics like safety strategies and respectful relationships. Practical skills in First Aid will be assessed through simulated emergency scenarios, ensuring both theoretical understanding and practical application are evaluated.	Students will be assessed through various methods to measure their understanding of British values. This includes class discussions and debates, using oracy strategies to assess both understanding and speaking skills. Written reflections will connect British values to students' lives, while quizzes will test knowledge of key concepts. Peer and self-assessment will encourage reflection, and case studies will assess students' ability to apply learning to real-world situations.
Purpose	This assessment is timely as it helps students apply essential life skills, such as First Aid, personal safety, and healthy relationships, at a critical stage in	The assessment to give an understanding of students' grasp of British values. By using a mix of we will capture both their knowledge and their ability to

(Why this assessment, why now?)	their development. By assessing these topics now, we ensure students are equipped to make informed choices, communicate effectively, and take responsibility for their well-being, supporting their growth into responsible and safe individuals.	apply that knowledge. It also allows teachers to identify areas where further support may be needed.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	Oracy assessments, such as role-plays and discussions, are structured to allow for objective evaluation of communication skills and understanding. Written reflections are guided by focused prompts. Practical demonstrations, like First Aid simulations, are assessed based on set procedures and outcomes, providing a measurable standard. Additionally, by using a combination of assessment types (oracy, written, and practical), we ensure that multiple perspectives on student understanding are captured, reducing bias and increasing the consistency of the results.	We know the assessment methods are reliable because they are consistent, objective, and designed to measure the same skills and knowledge across all students. The use of multiple assessment types, allows for rounded evaluation of each student's abilities. All students are assessed against the same standards. Peer and self-assessment also add an element of transparency and reflection, allowing students to check their own progress and understanding.
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

Subject	Abbey Character
Year Group	Year 8

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic:	We are Abbey – Transition An Oracy curriculum Money Skills Filter Bubbles and digital footprint	Racial discrimination & diversity Sexual Harassment Bullying
Threshold Concepts (Knowledge): Living in the wider world Relationships Health & Well-being	<i>By the end of this unit students should know:</i> - Learn about finances and how to live within a budget. - What oracy is and why it is important, in the classroom and beyond - Understand how we can be influenced by what we follow and seek online. Development of prior learning. In Year 8, students revisit key Oracy strategies introduced in Year 7, reinforcing their importance within PSHE and supporting assessment through confident, respectful communication. Students explore money management for the first time, promoting financial literacy and independence, aligned with	<i>By the end of this unit students should know:</i> - How to recognise signs of healthy and unhealthy relationships. - How to manage their own well-being, including how to get support if harassed. - What peer pressure is and how to cope with it. Development of prior learning. These topics build on the Year 7 learning where students were introduced to the concepts of racial discrimination and diversity, as well as LGBT+ issues and respect for all identities. In Year 8, students will further develop their understanding of healthy and unhealthy relationships, focusing on how to

	PSHE learning objectives and contributing to their personal development. They also build on prior learning around online safety by examining digital footprints and filter bubbles, supporting their social, moral, and cultural understanding in the digital world.	recognise signs of both, manage their well-being, and seek support if harassed. They will also explore peer pressure and how to cope with it, reinforcing the importance of making positive choices. This unit connects with British Values, promoting mutual respect, tolerance, and understanding of diversity, while encouraging students to apply these principles to all forms of discrimination, including racial and LGBT+ issues, as they learn to be respectful and responsible members of society.
Threshold Concepts: (skills) Living in the wider world Relationships Health & Well-being	<i>By the end of this unit students should be able to:</i> • To understand how to budget in relation to income: <i>Students should be able to create a basic budget by calculating income and prioritising spending, recognising the difference between needs and wants to make informed financial choices.</i> • Understand how we can be influenced by what we follow and seek online: <i>Students should be able to explain how online algorithms and filter bubbles shape the content they see, and critically assess how this can influence their opinions, behaviours, and worldview.</i> • Understanding the risks of gang involvement: <i>Students should be able to identify the signs and risks of gang involvement, understand the consequences for individuals and communities, and know where to seek help and support if needed.</i>	<i>By the end of this unit students should be able to:</i> • Understand racial discrimination. To explore and celebrate different cultures and why British Values are important. <i>Students should be able to recognise what racial discrimination looks like, explain why it is harmful, and discuss the importance of diversity, respect, and British Values in creating an inclusive society.</i> • Understanding and celebrating the diversity in society. Explore equality and different types of bullying, and how it can affect individuals and groups. <i>Students should be able to identify different forms of bullying and discrimination, explain their impact on individuals and communities, and understand the importance of equality and inclusion.</i> • Understanding different relationships, how to maintain positive relationships and what sexual harassment is. <i>Students should be able to describe the characteristics of healthy relationships, recognise inappropriate or harmful behaviour including sexual harassment, and know how to seek help or support if needed.</i>
Wider skills and capabilities: Oracy all oracy objectives to be met by all students across the year Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	Physical: To speak audibly. To use body language to show active listening. To show engagement and active listening through facial expression. To adjust tone, volume and pace according to context, purpose and audience. To experiment with simple gestures to convey and enhance Linguistic: To use sentence stems to signal when building on or challenging others' ideas. To adapt language and formality in different situations according to audience. To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk. To deploy key subject-specific vocabulary. To consider how and when to use humour and use it effectively To understand and use devices like sarcasm and mimicry. Cognitive To reach shared agreement in discussions through reasoning and negotiation. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To ask probing and clarifying questions to develop knowledge and understanding. To build on, challenge and reason with ideas to develop knowledge and understanding. To make connections between what has been said and their own and others' experiences. To reflect on their own and others' oracy skills and identify how to improve.	

	Social & Emotional To manage own interactions, showing an awareness of relevance and coherence. To recognise when someone is unsure and rephrase or explain ideas in more detail. To be aware of others who have not spoken and to invite them into discussion.	
Wider skills and capabilities: Reading	Through reading relevant texts, such as stories, case studies and articles, students can deepen their understanding and reflect on different perspectives and experiences related to transitions and aspirations. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	Through reading, students will deepen their understanding by engaging with texts on LGBT+ issues, positive relationships, and cyberbullying. They will analyse different perspectives, strengthening their ability to empathise with others and identify key concepts like consent, respect, and the impact of bullying.
ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success These topics support the Abbey Character of aspiration by equipping students with the knowledge, skills, and confidence to make informed decisions about their future. Learning to budget fosters independence and prepares them for financial responsibility later in life. Understanding online influence encourages critical thinking and empowers students to make conscious, informed choices rather than being passively shaped by digital content. Recognising the risks of gang involvement builds personal resilience and helps students set positive goals for themselves. Together, these lessons inspire students to aim high, make thoughtful decisions, and take ownership of their personal development and future success.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society These topics link closely to the Abbey Character of benevolence by encouraging students to show kindness, empathy, and respect towards others from all backgrounds. Learning about racial discrimination, diversity, and different types of relationships helps students understand the experiences and challenges faced by others, promoting compassion and social awareness. By exploring the impact of bullying, harassment, and inequality, students are encouraged to stand up for what is right, support their peers, and contribute to a more respectful and inclusive school community. This fosters a culture where care for others and positive relationships is central to everyday behaviour.

Careers	Students will be introduced to the importance of employability skills whilst also considering progression routes. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	This unit links to careers by teaching students the importance of inclusivity, respect, and empathy in the workplace. As they explore LGBT+ identities, positive relationships, and cyberbullying, they learn how these values are crucial for creating diverse and supportive environments. Students will also understand that promoting equality and standing up against discrimination are essential skills for success in any career.
Assessment	Students will be assessed through oracy tasks such as budgeting presentations, debates on online influence, and speeches on gang awareness. These tasks help develop clarity of thought, confidence, and critical communication skills. By participating in these discussions, students show aspiration through goal-setting and decision-making, benevolence by considering the impact of issues on others, and belief in their ability to express themselves and make positive choices. They aim for excellence through high standards of speaking and listening while building the confidence and skills needed for youth development and future success.	We will use V21 oracy strategies to assess student understanding by focusing on key speaking and listening skills such as clarity, reasoning, vocabulary, and interaction. Through structured discussions, presentations, and debates, students will demonstrate their ability to articulate ideas, build arguments, and engage respectfully with others. These activities will allow us to evaluate not just what students know, but how confidently and effectively they can communicate their understanding.
Purpose (Why this assessment, why now?)	This assessment will help students develop essential life skills in communication, decision-making, and financial awareness. It supports their growth in the Abbey Character values—aspiration, benevolence, belief, excellence, and youth development—by encouraging confident, informed decision-making and self-expression. Assessing these skills now ensures students are prepared for both academic and personal success.	This assessment is important now because Year 8 is a key stage where students are developing greater independence, self-awareness, and social understanding. Assessing through oracy allows us to capture how well they can apply their learning to real-life situations, such as managing relationships, recognising discrimination, and making responsible choices. It ensures they are not only gaining knowledge but also building the confidence and communication skills needed to navigate the world around them—laying a strong foundation for future PSHE learning and personal growth.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.	
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.	

	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	Gender Equality Alcohol and its effects Drugs education	Anti-violence Types of relationships Parenting and family life
Threshold Concepts (Knowledge):	By the end of this unit students should know: - How to maintain physical health by learning about substances and their effects. - How to manage well-being, including how to get support if harassed. - How to recognise signs of healthy and unhealthy relationships and understand the importance of gender equality and shared values. Development of prior learning. In Year 7, students began to understand the importance of physical health through lessons on hygiene, nutrition, exercise, and developing personal self-care routines. They were also introduced to respectful behaviour and personal boundaries. Year 8 deepens this learning by exploring how external influences—such as gender stereotypes, peer pressure, and substance use—can impact physical and emotional well-being, relationships, and decision-making. These topics help students apply their foundational knowledge in more complex, real-world contexts, supporting their ability to make informed, healthy, and respectful choices as they grow.	By the end of this unit students should know: - How to explore shared values and similarities in relationships and how to maintain positive relationships. - The risk of gang involvement and where to seek support if needed. - That there is a wide range of family structures and what effective parenting looks like. Development of prior learning. In Year 7, students explored what makes a positive relationship, gained an understanding of different types of relationships, and learned how to manage their well-being online, particularly in relation to cyberbullying. Year 8 takes this learning further by examining the complexities and challenges that can arise within relationships, such as recognising and responding to violence or coercion, with a particular focus on involvement with gangs, understanding the wide range of family structures, and considering the responsibilities involved in parenting. This progression deepens students' empathy, critical thinking, and ability to make informed, respectful choices—supporting their personal development and emotional maturity.
Threshold Concepts:	By the end of this unit students should be able to: - To understand the risks of drugs and alcohol. - Understanding and celebrate the diversity in society, including gender equality. - Understanding different relationships, how to maintain positive relationships and what sexual harassment is	By the end of this unit students should be able to: - Understanding the risks of gang involvement. - To understand the relationships and roles in family life. - Understand different relationships and how to maintain positive relationships.
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities:	Students will develop their reading skills by engaging with various texts on topics like diversity, equality, self-care, and healthy relationships. They will	Students can develop their reading skills through these topics by engaging with a range of texts related to puberty, body image, self-esteem, and mental

Reading	practise comprehension to extract key ideas, deepening their understanding of protected characteristics and respect in relationships. Students will use critical thinking to evaluate viewpoints on issues like cyberbullying and inclusion and develop analytical skills as they examine the impact of hidden illnesses and ways to support others. Through reading, they will also build empathy, enhancing their ability to engage thoughtfully and respectfully in discussions.	health. By reading articles, stories, and case studies, students can improve their comprehension, critical thinking, and ability to analyse different viewpoints. Activities such as group discussions based on these texts will help students reflect on the content, build vocabulary, and connect ideas, enhancing their understanding. Additionally, reading about strategies for resilience or self-care routines allows students to explore real-life applications, deepening both their literacy and knowledge of key concepts.
ABBEY Character	Belief: In yourself and others. Living as one. The topics of gender equality, alcohol and its effects, and drugs education link strongly to the Abbey Character of belief by encouraging students to have confidence in their values, choices, and identity. Learning about gender equality helps students challenge stereotypes and believe in their right to fairness and respect, as well as the right of others to be treated equally. Education around alcohol and drugs equips students with the knowledge and self-belief needed to make informed, responsible decisions in the face of peer pressure or risk. These topics foster inner strength, resilience, and a sense of moral purpose, helping students to believe in themselves and the importance of making positive, healthy choices.	Excellence: Striving to be the best in everything you do. Looking after yourself and others The PSHE topics of anti-violence, types of relationships, and parenting and family life link to the Abbey Character of excellence by encouraging students to strive for the highest standards in their personal conduct and relationships. Anti-violence education teaches students to reject harmful behaviours and aspire to peaceful, respectful interactions, aiming for excellence in how they treat others. Learning about types of relationships helps students recognise the qualities of healthy, supportive connections, motivating them to build positive and respectful relationships that reflect their values. The topic of parenting and family life emphasizes responsibility, care, and empathy, encouraging students to aspire to excellence in how they engage with and contribute to their families and communities. By internalising these principles, students develop a strong sense of self-respect and a commitment to excellence in all aspects of their lives.
Careers	This unit links to careers by teaching students that respect, empathy, and inclusion are key in professional settings. As they explore diversity, healthy relationships, and self-care, they'll see how these values create positive work environments. They'll also learn the importance of respecting rights and recognising hidden illnesses in diverse teams. The skills of empathy, communication, and setting boundaries are transferable to the workplace, helping students build successful careers and positively impact colleagues and communities.	Understanding personal development helps students approach their future careers by learning to manage change, overcome challenges, and maintain a healthy work-life balance. A positive body image and strong self-esteem boost confidence and performance in professional settings. Discussions on mental health highlight its importance in the workplace and the value of supporting colleagues. These topics promote personal growth, self-care, and emotional resilience, building a foundation for future career success.
Assessment	We will use Voice 21 oracy strategies to assess these topics by embedding structured speaking and listening activities that allow students to demonstrate their understanding through discussion, debate, and presentation. For example, students may debate the impact of gender stereotypes, take part in role-play scenarios about peer pressure and substance refusal, or deliver presentations on maintaining physical and emotional well-being. Using the Voice 21 framework, we will assess key oracy skills using the oracy framework. This approach not only checks their grasp of PSHE content but also develops critical communication skills, confidence, and the ability to reflect and reason—essential for their personal and academic growth.	Students will be assessed written assessments and oracy evaluations, including self-assessment, peer assessment, and teacher observation. Oracy will focus on self-reflection, goal-setting, and feedback on communication skills. Peer assessment will cover clarity, listening, and engagement, while teacher observation will assess students' ability to express ideas clearly and respectfully. Written reflections, quizzes, and group projects will evaluate understanding, and practical tasks like creating self-care routines will assess knowledge application. This variety ensures a holistic approach to monitoring personal development and communication skills.
Purpose (Why this assessment, why now?)	This assessment is important now because Year 8 is a critical stage for developing greater independence, self-awareness, and resilience. As students face increasing social and emotional challenges, assessing their understanding through oracy allows us to see how well they can apply	This assessment is timely as it captures students' current understanding of anti-violence, types of relationships, and parenting and family life through both written and oracy tasks. It enables teachers to evaluate how well students can apply their knowledge to real-life situations and identify those

	knowledge to real-life situations, such as resisting peer pressure, recognising harmful behaviours, and promoting equality. Using oracy also builds their confidence, communication, and empathy—skills that are essential both in and beyond the classroom. Assessing now ensures students are equipped to make informed, healthy choices as they move through adolescence.	who may need to revisit key concepts in the end-of-term assessments. This ensures targeted support and reinforces learning before moving into the next stage of the curriculum.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.	

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	Running away Neurodiversity Personal Hygiene	British Values – celebrating who we are Culture Day – celebrating who we are Presentation – review of the year
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> - What neurodiversity is and the different forms of it. - The risks of running away and how to manage personal well-being to avoid this. - The importance of personal hygiene, including dental care and menstrual hygiene Development of prior learning. Running away connects to topics like staying safe online and protected characteristics by helping students understand vulnerability, risk, and where to seek help in unsafe situations, reinforcing the importance of safeguarding and personal rights. Neurodiversity builds on students' understanding of hidden illnesses and protected characteristics by encouraging empathy, respect for difference, and greater awareness of how invisible needs affect people's lives. Personal hygiene continues the focus on self-care and body image introduced in Year 7, supporting students in developing healthy routines and understanding how physical well-being impacts self-esteem and emotional health. These topics deepen students' awareness of themselves and others, encouraging them to make safe, respectful, and informed choices.	<i>By the end of this unit students should know:</i> - What the British Values are and their importance. - Understand what culture is and celebrate the diversity of culture is at Abbey Grange. - Be able to recap on the topics covered this year, through oracy assessments. Development of prior learning. The Celebration term provides an opportunity to revisit key elements from previous units and reinforce student learning through oracy presentations. These activities support knowledge retention while also preparing students for Culture Day. As part of this process, we will reintroduce British Values, which are essential for fostering student development and encouraging appreciation of culture and diversity in modern Britain.

Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • Understand what neurodiversity is and the variation in how humans' function, learn and behave. That there is no 'correct' way for the brain to behave. • How to manage emotional well being and understand the risks of running away. • To understand the importance of personal hygiene in relation to dental care and menstrual hygiene.	<i>. By the end of this unit students should be able to:</i> • To understand and celebrate different cultures and diversity in society • To understand why British Values are important.
Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading		
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Running away, neurodiversity, and personal hygiene link to the Abbey Character of youth leadership by encouraging students to take responsibility for themselves and show empathy and support for others. Learning about running away helps students understand the risks and consequences of unsafe choices, empowering them to make informed decisions and support peers who may be vulnerable. The topic of neurodiversity fosters awareness, respect, and inclusion, encouraging students to lead by example in creating a more understanding and accepting school community. Personal hygiene promotes self-respect and accountability, helping students to take charge of their own well-being and set a positive example for others. Together, these topics help develop confident, compassionate young leaders who can guide themselves and positively influencing those around them.	Celebrating Abbey Grange: Celebrating who we are: Being Abbey The topics link to the Abbey theme of Celebrating Abbey by highlighting the diversity, values, and strengths that make up the school community. Through discussions on identity, culture, and British Values, students learn to recognise and respect the differences that enrich their environment. Oracy tasks and Culture Day provide a platform for students to share their backgrounds, experiences, and perspectives, promoting a sense of pride, unity, and belonging. This celebration of individuality and community reflects the core Abbey principles and encourages students to value both themselves and others.

Careers	These topics link to various careers, such as healthcare (doctors, nurses, paramedics) where First Aid skills are crucial, and roles in law enforcement, security, and social work, which focus on personal safety and protecting others.	British values and culture day link to careers by helping students understand how key values such as democracy, equality, and mutual respect are essential in the workplace.
Assessment	We will assess First Aid, Personal Safety, and "What is Sex?" through oracy, written reflections, and practical demonstrations. Students will explain concepts verbally in discussions, role-plays, and peer feedback. Written assessments will focus on key topics like safety strategies and respectful relationships. Practical skills in First Aid will be assessed through simulated emergency scenarios, ensuring both theoretical understanding and practical application are evaluated.	Students will be assessed through presentations on key topics covered throughout the year. Using the Talk Detectives and oracy frameworks, both peer and teacher feedback will focus on subject knowledge and the development of oracy skills. Each student will receive personalised targets, which will be recorded in their PSHE booklets and carried forward into the next academic year to support ongoing progress and continuity.
Purpose (Why this assessment, why now?)	This assessment is timely as it helps students apply essential life skills, such as First Aid, personal safety, and healthy relationships, at a critical stage in their development. By assessing these topics now, we ensure students are equipped to make informed choices, communicate effectively, and take responsibility for their well-being, supporting their growth into responsible and safe individuals.	This assessment takes place at the end of the academic year to consolidate and reflect on the learning students have gained across all PSHE topics. It allows them to demonstrate their understanding through spoken communication, while also showing progress in their oracy skills. The timing supports a meaningful review of key themes, encourages self-evaluation, and sets clear targets to ensure continuity and development into the next year.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	We can trust the information this assessment provides because it is based on a clear framework (Voice 21 oracy criteria) and allows students to demonstrate both their subject knowledge and communication skills in a structured, authentic way. By combining teacher and peer feedback, and using consistent criteria, the assessment gives a well-rounded picture of each student's understanding and progress. It also encourages honest reflection and active engagement, making the outcomes both meaningful and reliable.	
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

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Subject	Abbey Character
Year Group	Year 9

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic:	We are Abbey – transition, next steps & careers An oracy curriculum – valuing your voice Vaping Drugs Education	Influences & self-expression Positive Relationships Safe sex
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i>	<i>By the end of this unit students should know:</i> Address STIs and how to stay safe

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Living in the wider world Relationships Health & Well-being	• Learn about the dangers of vaping on your physical health, and other illegal substances. The legal consequences of drug misuse. • About career and education options, employability skills and aspirations. Development of prior learning. Students build on foundations laid in Year 8 by revisiting and deepening their understanding of core themes. The "We are Abbey" unit continues the transition work begun in Year 8, moving the focus toward future pathways, careers, and decision-making around GCSE options. The oracy curriculum develops further by encouraging more confident, structured, and persuasive communication, building on the speaking and listening skills introduced previously. Drugs education is revisited with a sharper focus on vaping and broader substance misuse, allowing students to apply prior knowledge to more complex scenarios involving peer influence, health risks, and legal consequences. Alcohol, explored in Year 8, is expanded upon through the lens of informed decision-making and its links to wider drug use. Across all topics, students are encouraged to reflect, apply their learning in real-life contexts, and develop the confidence to make positive, informed choices.	• About peer pressure, social influences, and how to deal with challenges in friendships. • How to maintain good and healthy friendships with peers. • Understand citizenship and democracy: how decisions are made and how individuals can have an impact on society. • Exploring and understanding what asylum is and transphobia. Development of prior learning. The topics <i>Influences & self-expression</i>, <i>Positive Relationships</i>, and <i>Safe Sex</i> build on several previous themes by deepening students' understanding of identity, decision-making, and respectful interactions. They link closely to types of relationships, sexual harassment, and gender equality, as students further explore consent, healthy communication, and boundaries. <i>Influences & self-expression</i> also connects to filter bubbles and digital footprint, encouraging students to think critically about how online environments shape their identity and choices. The focus on positive relationships reinforces lessons from bullying and anti-violence, promoting empathy and conflict resolution. Meanwhile, <i>safe sex</i> expands on drugs education and alcohol and its effects by addressing how substances can impact decision-making in intimate situations, and it ties into parenting and family life by highlighting responsibility and consequences in relationships.
Threshold Concepts: (skills) Living in the wider world Relationships Health & Well-being	By the end of this unit students should be able to: • Recognise the risks of drug use and vaping, including the environmental cost. • Understand about different careers and reflecting on own aspirations.	By the end of this unit students should be able to: • Understand what consent and safe sex and contraception is • Recognising the importance of healthy relationships and different types of relationships. • Developing understanding of respect and equality. Understanding asylum and transphobia.
Wider skills and capabilities: Oracy all oracy objectives to be met by all students across the year	Physical: To speak audibly. To use body language to show active listening. To show engagement and active listening through facial expression. To adjust tone, volume and pace according to context, purpose and audience. To experiment with simple gestures to convey and enhance Linguistic:	

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Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	To use sentence stems to signal when building on or challenging others' ideas. To adapt language and formality in different situations according to audience. To carefully consider the words and phrases used to express ideas and how this supports the purpose of talk. To deploy key subject-specific vocabulary. To consider how and when to use humour and use it effectively To understand and use devices like sarcasm and mimicry. Cognitive To reach shared agreement in discussions through reasoning and negotiation. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To ask probing and clarifying questions to develop knowledge and understanding. To build on, challenge and reason with ideas to develop knowledge and understanding. To make connections between what has been said and their own and others' experiences. To reflect on their own and others' oracy skills and identify how to improve. Social & Emotional To manage own interactions, showing an awareness of relevance and coherence. To recognise when someone is unsure and rephrase or explain ideas in more detail. To be aware of others who have not spoken and to invite them into discussion.	
Wider skills and capabilities: Reading	Through reading relevant texts, such as stories, case studies and articles, students can deepen their understanding and reflect on different perspectives and experiences related to transitions and aspirations. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	Through reading, students will deepen their understanding by engaging with texts on LGBT+ issues, positive relationships, and cyberbullying. They will analyse different perspectives, strengthening their ability to empathise with others and identify key concepts like consent, respect, and the impact of bullying.

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ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success The topics strongly support the Abbey character of aspiration by encouraging students to set goals, make informed choices, and envision their future with confidence. Through the "We are Abbey" unit, students are guided to think about their next steps in education and careers, fostering ambition and long-term planning. The oracy curriculum empowers them to communicate effectively and believe in the value of their voice—key skills for personal and academic success. Lessons on vaping and drugs education equip students with the knowledge and resilience to make healthy, responsible choices that protect their future potential. Altogether, these topics nurture a mindset of striving for excellence and taking ownership of one's path, embodying the spirit of aspiration.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society The topics of influences and self-expression, positive relationships, and safe sex link closely to the Abbey character of benevolence by encouraging kindness, empathy, and respect for oneself and others. Learning about influences and self-expression helps students understand the importance of accepting others' identities and making thoughtful, respectful choices. Positive relationships promote compassion, mutual respect, and emotional support, which are central to benevolent behaviour. Safe sex education teaches students to care for their own well-being and that of their partners, fostering responsible, respectful decision-making. Together, these topics help students build a strong moral foundation rooted in empathy and consideration for those around them.
Careers	Students will be introduced to the importance of employability skills whilst also considering progression routes. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	This unit links to careers by teaching students the importance of inclusivity, respect, and empathy in the workplace. As they explore LGBT+ identities, positive relationships, and cyberbullying, they learn how these values are crucial for creating diverse and supportive environments. Students will also understand that promoting equality and standing up against discrimination are essential skills for success in any career.
Assessment	Students will be assessed through group discussions on transition, community, and career aspirations, a reflective written task on secondary school challenges and career interests, and a presentation or poster outlining their future aspirations, strengths, and how they can develop their 'character' through the Abbey pledges. This will assess both their knowledge and communication skills.	We will assess these topics using oracy and V21 strategies by engaging students in structured discussions, debates, and presentations that focus on key themes such as influences, self-expression, positive relationships, and safe sex. Using V21 strategies, we will evaluate their ability to communicate clearly, reason logically, and engage with others respectfully. Students will be encouraged to express their thoughts confidently, listen actively, and consider different perspectives. Peer and teacher feedback, based on oracy

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		criteria like clarity of thought, vocabulary, and interaction, will provide insight into both their understanding of the topics and the development of their communication skills. This approach ensures that students not only grasp the subject matter but also improve their ability to express themselves effectively and responsibly.
Purpose (Why this assessment, why now?)	The purpose of this assessment is to evaluate students' understanding of key PSHE themes—transition, community, and career aspirations—while also developing their communication, reflection, and self-awareness. It allows students to articulate their goals, recognise their strengths, and connect personal development to the Abbey character values and pledges, supporting both personal growth and skill-building whilst building an age-related awareness of risks they face as they grown.	This assessment type is important now because it allows students to demonstrate their understanding of key topics—such as influences, self-expression, positive relationships, and safe sex—through oracy, a skill crucial for both academic and personal development. By using structured discussions and presentations, we can assess not only their knowledge but also their ability to communicate confidently and respectfully. The timing of this assessment provides an opportunity to reflect on their learning before the end of the term, ensuring that students have a solid grasp of the material and the necessary communication skills to move forward. Additionally, it allows teachers to identify areas where further support or revisiting of concepts may be needed.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.	
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.	

	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	Safe sex - continued Consent STIs	Sexting Asylum FGM
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> - What STIs are and how to stay safe - What peer pressure is in relation to consent. Development of prior learning.	<i>By the end of this unit students should know:</i> - What asylum is and the issues asylum seekers face in society. - What FGM is and issues around it. - Understanding peer pressure, social influence, and dealing with challenges in friendships.

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	The topics of consent, STIs, and safe sex link to several Year 8 topics by teaching students the value of respect, personal boundaries, and healthy relationships. Through discussions on gender equality, students understand the need for mutual respect and consent in all relationships, regardless of gender. Consent and safe sex education also connect to the topic of sexual harassment by providing students with the knowledge to recognise and prevent inappropriate behaviours, fostering a culture of respect and safety. Furthermore, the topics contribute to the understanding of different types of relationships, where students learn that healthy relationships are based on clear communication and mutual consent. Finally, the concepts of consent and safe sex also help to build an understanding of personal hygiene, as students are taught to care for their own well-being and understand the importance of responsible and respectful behaviour in intimate relationships.	Development of prior learning. The topics of sexting, asylum, and FGM link to and develop several key areas. They connect to racial discrimination and diversity by exploring cultural practices and human rights, particularly in the context of asylum seekers and the harmful practice of FGM. Sexual harassment is directly related to sexting, as both require an understanding of consent and boundaries, especially in the digital space. Gender equality is also deeply connected to FGM, as it highlights the need for advocacy and protection of women and girls' rights. These topics also tie into types of relationship, emphasizing the importance of healthy, respectful interactions, and the need to challenge harmful practices. Lastly, British values of fairness and equality are reinforced through the discussion of asylum, promoting a deeper understanding of human rights and the protection of vulnerable individuals.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • Understand what consent, safe sex and contraception is. • Understand what STIs are and how to stay safe in relationships	<i>By the end of this unit students should be able to:</i> • Explain what sexting is and how to stay safe online. • Understanding asylum, what it is, the causes and issues asylum seekers face. • Explain what FGM and why it is illegal.
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	<i>See targets above- all to be met across the year</i>	
Wider skills and capabilities: Reading	Students will develop their reading skills by engaging with various texts on topics like diversity, equality, self-care, and healthy relationships. They will practise comprehension to extract key ideas, deepening their understanding of protected characteristics and respect in relationships. Students will use critical thinking to evaluate viewpoints on issues like cyberbullying and inclusion and develop analytical skills as they examine the impact of hidden	Students can develop their reading skills through these topics by engaging with a range of texts related to puberty, body image, self-esteem, and mental health. By reading articles, stories, and case studies, students can improve their comprehension, critical thinking, and ability to analyse different viewpoints. Activities such as group discussions based on these texts will help students reflect on the content, build vocabulary, and connect ideas,

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	illnesses and ways to support others. Through reading, they will also build empathy, enhancing their ability to engage thoughtfully and respectfully in discussions.	enhancing their understanding. Additionally, reading about strategies for resilience or self-care routines allows students to explore real-life applications, deepening both their literacy and knowledge of key concepts.
ABBEY Character	Belief: In yourself and others. Living as one. The topics of consent, STIs, and safe sex link to the Abbey Character of Belief by encouraging students to have confidence in their ability to make informed and responsible decisions about their own well-being. Understanding consent empowers students to believe in their right to autonomy and respect in all relationships, fostering a sense of self-worth. Safe sex education builds self-assurance by providing the knowledge to protect themselves and others, reinforcing the importance of making choices rooted in respect and responsibility. These topics also encourage students to believe in the importance of mutual respect, understanding, and clear communication, which are key to establishing healthy, supportive relationships. By understanding and practicing these principles, students are equipped to confidently navigate relationships and make decisions that reflect their values and beliefs.	Excellence: Striving to be the best in everything you do. Looking after yourself and others The topics of sexting, asylum, and FGM link to the Abbey character of excellence by encouraging students to approach these sensitive issues with a high standard of knowledge, respect, and responsibility. Learning about sexting teaches students the importance of clear communication and mutual respect in all relationships, which contributes to their ability to make informed and responsible decisions. Exploring asylum and FGM promotes excellence by challenging students to think critically about human rights, gender equality, and social justice, fostering empathy and a commitment to making positive change. These topics encourage students to engage with complex issues thoughtfully, striving for excellence in how they understand and address the challenges faced by others, both in their personal lives and within society.
Careers	This unit links to careers by teaching students that respect, empathy, and inclusion are key in professional settings. As they explore diversity, healthy relationships, and self-care, they'll see how these values create positive work environments. They'll also learn the importance of respecting rights and recognising hidden illnesses in diverse teams. The skills of empathy, communication, and setting boundaries are transferable to the workplace, helping students build successful careers and positively impact colleagues and communities.	Understanding personal development helps students approach their future careers by learning to manage change, overcome challenges, and maintain a healthy work-life balance. A positive body image and strong self-esteem boost confidence and performance in professional settings. Discussions on mental health highlight its importance in the workplace and the value of supporting colleagues. These topics promote personal growth, self-care, and emotional resilience, building a foundation for future career success.
Assessment	We will assess these topics using oracy strategies and V21 oracy frameworks by engaging students in structured discussions, debates, and presentations focused on consent, STIs, and safe sex. V21 strategies will help assess students' ability to articulate their thoughts clearly, listen actively, and engage respectfully with their peers. During these activities, students will be encouraged to explain key concepts, ask thoughtful questions, and provide well-reasoned responses, demonstrating their understanding of the topics. Peer and teacher feedback, using V21 oracy criteria such as clarity of expression, critical thinking, and interaction, will help gauge both subject knowledge and the development of oracy skills. These assessments will provide valuable insights into how students have internalized the content, how well they can communicate their understanding, and how they engage with sensitive topics responsibly and confidently.	Students will be assessed written assessments and oracy evaluations, including self-assessment, peer assessment, and teacher observation. Oracy will focus on self-reflection, goal-setting, and feedback on communication skills. Peer assessment will cover clarity, listening, and engagement, while teacher observation will assess students' ability to express ideas clearly and respectfully. Written reflections, quizzes, and group projects will evaluate understanding, and practical tasks like creating self-care routines will assess knowledge application. This variety ensures a holistic approach to monitoring personal development and communication skills.

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Purpose (Why this assessment, why now?)	This assessment is important now because it provides an opportunity for students to consolidate and demonstrate their understanding of critical topics such as consent, STIs, and safe sex at a key point in the academic year. By using oracy strategies, students can articulate their knowledge, refine their communication skills, and engage in meaningful discussions around personal responsibility and respectful relationships. The timing allows teachers to assess not only the retention of knowledge but also the growth of oracy skills, identifying areas where students may need further support before moving on to more complex discussions in future lessons. Additionally, it helps to ensure that students are equipped with the knowledge and confidence to make informed, responsible decisions in their personal lives.	We will assess these topics using Voice 21 oracy strategies through structured discussions, group tasks, and presentations that encourage students to express their understanding clearly and confidently. Students will use reasoning, evidence, and appropriate vocabulary to explore topics like sexting, asylum, and FGM. Using the V21 oracy framework, teachers will assess students on key skills such as physical presence, voice, linguistic ability, and cognitive engagement. Peer and teacher feedback will help measure how well students communicate their ideas, listen actively, and respond thoughtfully, ensuring both subject understanding and oracy development are effectively evaluated.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.	

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	Adopting & fostering Domestic Abuse Transphobia	Healthy Lifestyle & Eating disorders Culture Day – Celebrating who we are Presentation
Threshold Concepts (Knowledge): Living in the wider world Relationships	<i>By the end of this unit students should know:</i> - Understand what transphobia is and the issues that trans people can face. - Understanding adoption, fostering and IVF. - What domestic abuse. Development of prior learning. Adopting and fostering develops the Year 8 topic of parenting and family life by looking more closely at alternative family structures and the	<i>By the end of this unit students should know:</i> - Exploring citizenship and democracy: how decisions are made and how individuals can have an impact on society. - Exploring how to maintain good and healthy friendships with peers - Learning about body image and what can impact on how we feel about ourselves, linked to eating disorders. Development of prior learning.

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	responsibilities involved in caring for others. Domestic abuse builds on the topics of anti-violence and types of relationships by helping students identify harmful behaviours and understand how to seek support. Transphobia develops the themes of gender equality, bullying, and diversity by promoting respect for gender identity and challenging prejudice and discrimination.	The Year 9 topic of healthy lifestyle and eating disorders links to the Year 8 topics of alcohol and its effects and drugs education, as they all focus on making healthy choices and understanding how different behaviours impact physical and mental wellbeing. Culture Day – celebrating who we are connects to racial discrimination and diversity and British values, by promoting inclusion, identity, and respect for different backgrounds.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> - Define what domestic abuse is and what to do about it. - Define transphobia and recognise the issues trans people face in society, being able to challenge discrimination - Understanding adoption, fostering and IVF and the responsibility of caring for others.	<i>By the end of this unit students should be able to:</i> - Recognising the importance of healthy relationships and different types of relationships. - Recognise how perception of body image is influenced. Understanding eating disorders. - Understand the importance of citizenship and democracy, developing understanding of respect and equality.
Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading		
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Adopting and fostering links to youth leadership by encouraging empathy, responsibility, and support for others, key traits in strong leaders. Domestic	Celebrating Abbey Grange: Celebrating who we are: Being Abbey The topics link to the Abbey character of celebration by promoting self-awareness, inclusivity, and respect for others. Healthy lifestyle and eating

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	abuse connects by teaching young people to stand up against injustice, support peers in difficult situations, and promote safe environments. Transphobia links by fostering inclusivity, respect, and the courage to challenge discrimination—qualities essential for positive, inclusive leadership.	disorders encourage students to celebrate their bodies through healthy choices and self-care, while acknowledging the importance of mental and physical well-being. Culture Day – celebrating who we are aligns with the character of celebration by embracing diversity, fostering pride in one's identity, and appreciating the uniqueness of others. The end of year presentation help students build confidence and express themselves, while respecting the diversity of perspectives around them.
Careers	These topics link to various careers, such as healthcare (doctors, nurses, paramedics) where First Aid skills are crucial, and roles in law enforcement, security, and social work, which focus on personal safety and protecting others.	British values and culture day link to careers by helping students understand how key values such as democracy, equality, and mutual respect are essential in the workplace.
Assessment	We will assess understanding through oracy by encouraging students to take part in structured discussions, debates, and role plays that allow them to express their views clearly and respectfully, while listening to others. Using V21 strategies, students will build confidence in speaking and critical thinking through activities like think-pair-share, reflective questioning, and presenting ideas in groups. These methods will help develop their communication skills, empathy, and leadership qualities, while giving teachers a clear insight into their understanding and personal development.	Students will be assessed through presentations on key topics covered throughout the year. Using the Talk Detectives and oracy frameworks, both peer and teacher feedback will focus on subject knowledge and the development of oracy skills. Each student will receive personalised targets, which will be recorded in their PSHE booklets and carried forward into the next academic year to support ongoing progress and continuity.
Purpose (Why this assessment, why now?)	This assessment is chosen because oracy and V21 strategies actively engage students in discussing sensitive topics, helping them develop confidence, empathy, and the ability to think critically—skills essential for both personal growth and youth leadership. Speaking and listening tasks also allow students to explore different perspectives, reflect on values, and apply their learning in real-life contexts, making the assessment more meaningful and inclusive than traditional written tests.	This assessment takes place at the end of the academic year to consolidate and reflect on the learning students have gained across all PSHE topics. It allows them to demonstrate their understanding through spoken communication, while also showing progress in their oracy skills. The timing supports a meaningful review of key themes, encourages self-evaluation, and sets clear targets to ensure continuity and development into the next year.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

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inform next steps intent)	
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Subject	Abbey Character
Year Group	Year 10

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic: Living in the wider world	PSHCE/Oracy introduction Managing money and Budgeting Fairtrade	Tax and National Insurance Migration Sharing Sexual Images

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Relationships Health & Well-being		
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> - Students should be able to explore the importance of how migration shapes communities and the reasons behind it - Developing financial literacy budgeting, savings, and types of taxation <i>Development of prior learning:</i> The introductory lesson builds upon established PSHE routines and oracy expectations from KS3. Budgeting develops foundational financial awareness from Year 8 ('Money Skills'), applying it to more complex, real-world scenarios. Fairtrade builds on KS3 understanding of community (Year 7) and global awareness, extending concepts of responsibility and ethical choices to international trade.	<i>By the end of this unit students should know:</i> Living in the Wider World: Exploring the importance of how migration shapes communities and the reasons behind it. Living in the Wider World: Developing financial literacy budgeting, savings, and types of taxation. Relationships: Developing understanding of discrimination and cyberbullying and consequences of it. <i>Development of prior learning:</i> Tax builds on Year 10 budgeting, linking personal finance to civic responsibility. Migration develops KS3 understanding of community, diversity (Y7/8), and potentially links to Geography/History learning. Sharing Sexual Images builds significantly on KS3 work on online safety, consent (Y9), cyberbullying (Y7), and healthy relationships.
Threshold Concepts: (skills)	<i>By the end of this unit students should be able to:</i> Financial decision making: Describe the different forms of taxation and understanding the living costs involved in being independent. <i>Development based on what students could already do:</i> Students utilise existing communication skills (oracy intro). They apply and enhance previously developed numeracy skills (budgeting), critical thinking (evaluating Fairtrade principles, analysing spending), and understanding of cause and effect (linking spending to budget outcomes, choices to global impact). Decision-making skills from KS3 are applied to financial planning scenarios.	<i>By the end of this unit students should be able to:</i> Financial decision making: Describe the different forms of taxation and understanding the living costs involved in being independent. British Values: Explain how mutual respect and tolerance are important when considering issues around migration. Understand how the media can influence public opinion. Staying safe: Understand the risks involved in using digital services including radicalisation and cyberbullying. <i>Development based on what students could already do:</i> Students apply critical thinking (taxation principles, migration debates), empathy (perspectives on migration, impact of image sharing), communication (discussing sensitive topics like migration sexting respectfully), and ethical reasoning (consent, responsibility online).
Wider skills and capabilities: Oracy (to be deleted as appropriate) Oracy – refer to V21 oracy framework	Physical - Natural use of body language when speaking and listening. - Deliberate crafting of the listener's journey through changes to tone, volume and pace (e.g. to create suspense or comic timing). Linguistic - To use and innovate on an increasingly sophisticated range of sentence stems with accuracy.	

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progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	- To use humour, irony and mimicry. - To judge when appropriate to use specialist language. - To be able to speak in an academic register when appropriate. Cognitive - To construct a detailed argument or complex narrative. - To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. - To structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme. - To counter-argue and make counter proposals to problem-solve and move discussions forward. - To be able to negotiate - recognise the importance of giving ground and be able to do this. Social and Emotional - Confident delivery of pre-prepared and spontaneous material. - To be comfortable organising group talk e.g. as a chairperson. - To develop an advanced awareness of audience, e.g. offers alternate viewpoints sensitively	
Wider skills and capabilities: Reading	Students engage with introductory materials (programme/oracy). They develop functional literacy by reading budgeting guides, sample bills, or price comparisons. Reading case studies or informational texts about Fairtrade products and producers enhances comprehension of global issues and ethical arguments. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	Reading simplified information about tax systems requires careful comprehension. Engaging with texts, case studies, or news articles about migration experiences requires critical analysis and empathy. Reading advice or scenarios about online safety/image sharing develops risk awareness.

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ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success Setting expectations (Intro) frames aspirations for the year. Budgeting skills empower students to plan aspirationally for future financial independence. Understanding Fairtrade encourages aspirations to be responsible global citizens, making choices that positively impact others' opportunities.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society Understanding taxation connects to contributing positively to wider society. Exploring migration fosters understanding and empathy towards diverse communities. Addressing image sharing promotes responsible, respectful behaviour online and in relationships, demonstrating care for others' wellbeing and dignity.
Careers	Foundational skills (oracy, budgeting) are crucial for future study and employment. Understanding budgeting, financial management, and global trade provides relevant knowledge for personal finance and understanding economic factors affecting careers. Links to Unifrog/future skills surveys enhance career exploration. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	Understanding tax is crucial for future employment. Understanding diverse communities shaped by migration and practising digital safety/responsibility are important interpersonal skills for modern diverse workplaces.
Assessment	Initial assessment via discussion (expectations). Assessment of budgeting/Fairtrade via practical budgeting exercises (e.g. planning for a specific goal), group discussions analysing Fairtrade case studies, written explanations of budgeting principles, and presentations outlining the benefits of Fairtrade.	Written explanations (tax principles), debates/discussions (migration impacts/perspectives, moderated carefully), analysis of scenarios regarding sharing images and consent, reflective writing on responsible online behaviour.
Purpose (Why this assessment, why now?)	To set clear expectations for Year 10 PSHE/oracy, and to assess students' understanding and application of essential financial literacy (budgeting) and ethical global awareness (Fairtrade) as they prepare for greater independence.	To ensure understanding of civic financial responsibilities (tax), foster informed and respectful perspectives on migration, and address the serious risks and ethical considerations surrounding the sharing of sexual images
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	

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Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.

	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	Homophobia Unplanned Pregnancy Parenting	Loss and Bereavement Radicalisation Cyber Bullying
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> Health & Well-being: Developing understanding of first aid and of looking after mental health. Health & Well-being: Developing understanding of being a digital citizen in relation to social media use, FOMO and the risks of radicalisation. Relationships: Developing understanding of discrimination and cyberbullying and consequences of it. Relationships: Developing understanding of the nature of parenting and family planning. Relationships: Respect for diversity in relationships and understanding of LGBTQ+ <i>Development of prior learning:</i> Homophobia builds on KS3 learning about diversity, respect, equality, bullying (Y7/8), and specifically LGBTQ+ awareness (Y7). Unplanned pregnancy and parenting build upon KS3 sexual health education (Y9 Safe Sex/Contraception), understanding relationships and family structures (Y8/9), and decision-making skills.	<i>By the end of this unit students should know:</i> Health & Well-being: Developing understanding of first aid and of looking after mental health. Health & Well-being: Developing understanding of being a digital citizen in relation to social media use, FOMO and the risks of radicalisation. Relationships: Developing understanding of discrimination and cyberbullying and consequences of it. <i>Development of prior learning:</i> Loss/Bereavement builds on KS3 emotional literacy and mental health awareness. Radicalisation develops understanding of extremism (linked to Y11) and online influences/risks (KS3/Y10). Cyberbullying revisits and deepens understanding from Year 7, incorporating increased awareness of online platforms and risks
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> Diversity LGBTQ+: Explain the importance of respect and tolerance for others to develop positive relationships. Family life: Describe the affect and consequences of cyberbullying and discrimination. Family life: Understand the issues of parenting and family planning.	<i>By the end of this unit students should be able to:</i> Personal health and well-being: Further develop first aids skills understand factors affecting mental health. Understand the risks involved in gambling. Staying safe: Understand the risks involved in using digital services including radicalisation and cyberbullying.

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	<i>Development based on what students could already do:</i> Applies empathy and respect for diversity (challenging homophobia). Develops decision-making skills regarding complex life choices (pregnancy options). Applies communication skills to discuss sensitive topics (homophobia, pregnancy, parenting) appropriately and respectfully. Uses critical thinking to evaluate different perspectives.	<i>Development based on what students could already do:</i> Develops empathy and supportive communication skills (bereavement). Enhances critical thinking regarding online information/influences (radicalisation). Refines digital literacy and application of online safety strategies (cyberbullying). Strengthens help-seeking skills.
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	<i>See targets above- all to be met across the year</i>	
Wider skills and capabilities: Reading	Engaging with texts or case studies discussing experiences of homophobia requires sensitivity. Reading materials about sexual health options, parenting responsibilities, and support services enhances understanding and evaluation skills.	Reading materials about grief and support requires sensitivity. Analysing texts about online safety, radicalisation tactics, and identifying potentially harmful online content develops critical reading and information literacy. Reading about cyberbullying support resources enhances practical knowledge.
ABBEY Character	Belief: In yourself and others. Living as one. Challenging homophobia reinforces belief in equality, respect, and living as one inclusive community. Understanding pregnancy/parenting encourages belief in making responsible decisions about relationships and future planning, and belief in the significance of commitment	Excellence: Striving to be the best in everything you do. Looking after yourself and others Links to Excellence by encouraging students to strive for excellence in supporting others through difficult times (loss), protecting themselves/others from online harm (radicalisation, cyberbullying), and making informed choices for safety and wellbeing. Looking after oneself and others is key.
Careers	Challenging discrimination and promoting respect are vital workplace ethics. Understanding responsibility, decision-making, and empathy are transferable skills relevant to teamwork and leadership. Specific links to healthcare, social care, childcare, education, and counselling.	Empathy and support skills are valuable interpersonally. Digital citizenship, critical evaluation of online information, and understanding safeguarding risks (radicalisation) are relevant across careers, especially education, tech, security, law enforcement, and youth work.
Assessment	Discussions/debates on challenging homophobia, analysis of different viewpoints on unplanned pregnancy options (respecting sensitivity), group work identifying parenting challenges/support strategies, written reflections on responsibility/decision-making.	Group discussions exploring coping/support strategies (bereavement), analysing online scenarios for radicalisation/grooming risks, developing anti-cyberbullying campaign materials or advice guides, written responses evaluating different help-seeking strategies.

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Purpose (Why this assessment, why now?)	To ensure students understand and can challenge homophobia, are aware of options and responsibilities concerning pregnancy and parenting, fostering belief in respect, equality, and responsible decision-making.	To equip students to understand and support those experiencing loss, recognise and respond to significant online risks (radicalisation, cyberbullying), and know where to seek help, promoting personal and community safety and wellbeing.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.	

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	Self Harm Online stress and FOMO (Fear Of Missing Out) Gambling Addiction	Organ Donation First Aid 3 Presentation
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> Health & Well-being: Developing understanding of first aid and of looking after mental health. Health & Well-being: Exploring the risks and harm caused by gambling. Health & Well-being: Developing understanding of being a digital citizen in relation to social media use, FOMO and the risks of radicalisation. <i>Development of prior learning:</i> Self-harm builds upon KS3/Y10 mental health awareness, focusing on a specific coping mechanism and safe support strategies. Online stress/FOMO develops understanding of peer pressure (KS3) and online influences/wellbeing (Y7/Y10). Gambling addiction introduces a specific behavioural addiction, linking to risk assessment and financial literacy (Y10).	<i>By the end of this unit students should know:</i> Health & Well-being: Exploring the importance of blood and organ donation in society health care. Health & Well-being: Developing understanding of first aid and of looking after mental health. <i>Development of prior learning:</i> Organ donation connects to concepts of health, ethics, and citizenship (KS3/4). First Aid builds directly on previous training (Year 7). The Presentation consolidates communication and oracy skills developed across all subjects throughout KS3/4.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i>	<i>By the end of this unit students should be able to:</i>

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	Personal health and well-being: Further develop first aids skills understand factors affecting mental health. Understand the risks involved in gambling. <i>Development based on what students could already do:</i> Develops empathy and careful communication regarding sensitive issues (self-harm). Strengthens resilience and critical thinking about social/online pressures. Enhances risk assessment skills related to addictive behaviours and financial implications (gambling).	Personal health and well-being: Further develop first aids skills understand factors affecting mental health. <i>Development based on what students could already do:</i> Develops understanding of civic responsibility and ethical considerations (organ donation). Advances practical life-saving skills (First Aid). Consolidates organisational, research, synthesis, and oracy skills (Presentation).
Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Engaging sensitively with resources about self-harm and support requires maturity. Reading materials about managing online pressure/FOMO involves self-reflection. Understanding information about gambling risks/addiction and support services develops critical evaluation of persuasive marketing and health information.	Reading information about organ donation systems and ethical arguments. Accurately reading and following first aid instructions/manuals. Researching diverse PSHE topics and structuring information logically for the presentation.
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Empowers students to make positive choices regarding mental health (seeking support for self-harm), resisting peer pressure (online stress/FOMO), and avoiding risky behaviours (gambling). Knowing how to access support and making informed health choices demonstrates leadership in personal wellbeing.	Celebrating Abbey Grange: Celebrating who we are: Being Abbey Links to Celebration by equipping students with practical skills to help others (First Aid), considering altruistic actions (organ donation), and providing a platform (Presentation) to consolidate and celebrate the year's learning and personal growth, reflecting 'Being Abbey'.

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Careers	Understanding mental health issues like self-harm is relevant for caring professions. Resisting pressure, managing stress, and understanding risk/addiction are valuable life skills applicable to any career. Awareness relevant for finance/gaming industries (responsibility) and regulatory bodies.	First Aid is a valuable practical skill applicable in many workplaces and life situations. Presentation skills are essential for communication, persuasion, and reporting in almost all higher education courses and careers.
Assessment	Sensitive discussions/reflections on seeking support (self-harm - handled appropriately), role-playing scenarios resisting online pressure/FOMO, analysing gambling adverts for risks/persuasive techniques, research tasks into addiction support services.	Discussions/debates on organ donation. Practical assessment of First Aid skills (e.g., CPR on a manikin) against recognised standards. Assessment of the planning, content, structure, and delivery of the end-of-year presentation using oracy frameworks and content criteria
Purpose (Why this assessment, why now?)	To raise awareness about self-harm and safe support, equip students to manage online social pressures, and ensure understanding of gambling risks/addiction, promoting informed choices for health and wellbeing.	To assess understanding of organ donation, evaluate practical life-saving skills, and provide a summative opportunity for students to synthesise, articulate, and celebrate their learning from the entire year of PSHE.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	Oracy assessments, such as role-plays and discussions, are structured to allow for objective evaluation of communication skills and understanding. Written reflections are guided by focused prompts. Practical demonstrations, like First Aid simulations, are assessed based on set procedures and outcomes, providing a measurable standard. Additionally, by using a combination of assessment types (oracy, written, and practical), we ensure that multiple perspectives on student understanding are captured, reducing bias and increasing the consistency of the results.	We know the assessment methods are reliable because they are consistent, objective, and designed to measure the same skills and knowledge across all students. The use of multiple assessment types, allows for rounded evaluation of each student's abilities. All students are assessed against the same standards. Peer and self-assessment also add an element of transparency and reflection, allowing students to check their own progress and understanding.
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

1. Curriculum Map



Subject	Abbey Character
Year Group	Year 11

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic: Living in the wider world Relationships Health & Well-being	PSHCE/Oracy Intro Driving, Insurance and the Law Tax Facts	Pornography (External Speaker) Mental Health Preventing Knife Crime
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i>	<i>By the end of this unit students should know:</i>

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	• Living in the Wider World: Understanding of how to read a payslip and what tax and national insurance should be paid. <i>Development of prior learning:</i> The introductory lesson builds upon established PSHE routines and oracy expectations from KS4. The subsequent topics directly build upon KS4 financial literacy established in Year 10 (budgeting, introduction to tax), extending it to practical applications like payslips and major costs like driving. Understanding laws and consequences (various KS4 topics) provides context for driving regulations and taxation as civic responsibilities.	• Living in the Wider World: Understanding the factors that lead to knife crime and extremism. • Health & Well-being: Addressing mental health issues such as, exam stress and anxiety with practical solutions. • Health & Well-being: Understanding the responsibilities and law involved in being a safe driver. • Relationships: Examining the rise of pornography and its impact on personal relationships. • Relationships: Exploring the harmful traits in relationships including controlling and coercive behaviour. <i>Development of prior learning:</i> Understanding pornography impacts builds on previous learning about healthy relationships (KS3/Y10) and online safety/media influence (Y10). Mental health work builds significantly on awareness across KS3/4 (Y7-Y10). Knife crime prevention connects to prior learning on community safety, gangs, and violence (Y8, Y10).
Threshold Concepts: (skills)	<i>By the end of this unit students should be able to:</i> • Financial decision making: Understanding a payslip to be able to check tax and national insurance. • Staying safe: Understanding the importance of laws and regulations for driving to ensure safety on the roads. <i>Development based on what students could already do:</i> Students draw upon existing communication skills for the oracy focus. They apply analytical skills (evaluating costs, legal information), numeracy (tax calculations, budgeting), and critical thinking developed across KS3/4 to the practical contexts of driving and taxation. Decision-making skills are honed when considering these future financial and legal choices	<i>By the end of this unit students should be able to:</i> • Personal health and well-being: The practical methods to reduce exam stress and how to manage other mental health issues. • Developing and maintaining relationships: Describe the harmful behaviours that could be present in a relationship. • Developing and maintaining relationships: Explain the effect of pornography on interpersonal relationships. <i>Development based on what students could already do:</i> Students apply critical media literacy (pornography impact), empathy and communication skills (mental health discussions), and risk assessment skills (knife crime). Critical thinking is used to analyse complex societal problems and influences.
Wider skills and capabilities: Oracy (to be deleted as appropriate) Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes	Physical • Natural use of body language when speaking and listening. • Deliberate crafting of the listener's journey through changes to tone, volume and pace (e.g. to create suspense or comic timing). Linguistic • To use and innovate on an increasingly sophisticated range of sentence stems with accuracy. • To use humour, irony and mimicry. • To judge when appropriate to use specialist language. • To be able to speak in an academic register when appropriate.	

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on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	Cognitive • To construct a detailed argument or complex narrative. • To spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. • To structure their talk in abstract and sophisticated ways e.g. grouping ideas by theme. • To counter-argue and make counter proposals to problem-solve and move discussions forward. • To be able to negotiate - recognise the importance of giving ground and be able to do this. Social and Emotional • Confident delivery of pre-prepared and spontaneous material. • To be comfortable organising group talk e.g. as a chairperson. • To develop an advanced awareness of audience, e.g. offers alternate viewpoints sensitively	
Wider skills and capabilities: Reading	Students engage with introductory materials about the Year 11 programme and oracy. They enhance functional literacy by reading and interpreting practical documents such as insurance information, tax guides, and payslip examples, requiring careful comprehension and information extraction Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	Critical reading is developed through analysing articles or resources discussing the impact of pornography. Students engage with potentially sensitive materials, including mental health support resources and case studies/news reports about knife crime, developing information synthesis and emotional literacy.

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ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success These topics directly support Aspiration. Setting expectations (Intro) frames the year's goals. Equipping students with knowledge for managing future finances (tax, driving costs) and responsibilities are crucial steps towards independence and achieving future aspirations successfully.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society Directly links to Benevolence. Critically evaluating media like pornography fosters respect in relationships. Supporting peers' mental wellbeing demonstrates kindness. Understanding and rejecting knife crime contributes positively to community safety and shows concern for others' welfare.
Careers	Understanding expectations and communication (Oracy) are foundational. Understanding taxation and payslips is fundamental knowledge for any future employment. Awareness of legal responsibilities (driving) and financial planning are essential life skills impacting career progression and personal stability. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	Critical evaluation skills (media) are transferable. Mental health awareness is vital for personal wellbeing and supporting colleagues. Understanding community safety issues is relevant for many sectors (social work, law enforcement, education) and responsible citizenship.
Assessment	Initial assessment via discussion/Q&A on expectations. Subsequent assessment will include practical tasks like calculating the estimated annual cost of running a car, interpreting mock payslips, written responses to scenarios involving driving laws or financial decisions, and group discussions analysing driving responsibilities.	Assessment will include discussions evaluating points from the speaker on pornography, creating mental health first aid guides, developing community safety proposals on knife crime, analysing case studies, and reflective writing on wellbeing strategies.
Purpose (Why this assessment, why now?)	To establish clear expectations for Year 11 PSHE and oracy, and to ensure students grasp key legal and financial responsibilities they will encounter upon entering adulthood, supporting their aspiration for informed independence.	To enable critical evaluation of media influences on relationships, deepen understanding of mental health support, and address the serious issue of knife crime, assessing students' ability to identify risks and apply support/prevention strategies.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.	

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Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.	
	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	Human Trafficking Holocaust Memorial Day (Understanding Genocide) Tackling Extremism	Menopause Breast and Testicular Cancer Marriage and Divorce
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> • Living in the Wider World: Understanding the factors that lead to knife crime and extremism. • Living in the Wider World: Exploring the nature of being a global citizen in relation to how the break down of mutual respect and tolerance can lead major global issues such as genocide and human trafficking <i>Development of prior learning:</i> Human trafficking builds on understanding exploitation (Y10 Fairtrade, Migration). Genocide builds on historical knowledge and PSHE work on prejudice/discrimination (KS3/Y10). Extremism develops from understanding British Values (KS3/4) and radicalisation (Y10).	<i>By the end of this unit students should know:</i> • Health & Well-being: Exploring the importance of cancer screening and understanding risks and symptoms related to the menopause. • Health & Well-being: Addressing mental health issues such as, exam stress and anxiety with practical solutions. • Relationships: Exploring serious romantic relationships in relation to the status and rights of marriage and the difficulties around divorce. • Relationships: Exploring the harmful traits in relationships including controlling and coercive behaviour. <i>Development of prior learning:</i> Menopause builds on understanding puberty/bodily changes (Y7), extending health awareness. Cancer awareness builds on general health/body awareness (KS3/4). Marriage/Divorce builds on extensive work on relationships, consent, family structures (KS3/Y10).
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • British Values: Explore the affects of a breakdown of mutual respect and tolerance on genocide. • British Values: Explain the factors and consequences involved in knife crime. <i>Development based on what students could already do:</i> Applies empathy (trafficking victims). Develops historical empathy and critical analysis of ideologies (Holocaust, extremism). Strengthens ethical reasoning and application of British Values.	<i>By the end of this unit students should be able to:</i> • Personal health and well-being: The practical methods to reduce exam stress and how to manage other mental health issues. • Personal health and well-being: Explain how to check for breast and testicular cancer. • Personal health and well-being: Describe the side effects of the menopause and explain how to give support. • Family life: Describe and explain the role of marriage and understand possible reasons for divorce. <i>Development based on what students could already do:</i>

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		Develops health literacy regarding adult life stages. Develops personal responsibility for health monitoring. Enhances analytical skills regarding relationship dynamics and legal/social structures..
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Engaging with challenging materials: case studies/reports (trafficking), historical accounts (Holocaust), analyses of political extremism requires critical reading, interpretation, and understanding sensitive content.	Reading health information (menopause, cancer awareness) requires comprehension and identification of key details. Engaging with case studies or information about marriage/divorce develops understanding of complex personal/legal issues.
ABBEY Character	Belief: In yourself and others. Living as one. Strengthens Belief in human dignity (understanding trafficking/genocide), and belief in tolerance, respect, and democratic values by examining consequences of their absence. Encourages belief in upholding British Values against extremism..	Excellence: Striving to be the best in everything you do. Looking after yourself and others Links to Excellence by promoting proactive self-care/health awareness (menopause, cancer) enabling students to look after themselves/others. Understanding complexities of marriage/divorce supports striving for excellence in navigating adult relationships responsibly.
Careers	Understanding exploitation, historical/political contexts informs responsible citizenship. Critical analysis is highly transferable. Relevant for careers in law, social work, policy, international relations, journalism, education, and safeguarding roles.	Health literacy valuable personally/professionally (healthcare, HR). Understanding relationship dynamics relevant for interpersonal skills and careers (counselling, law, social work).
Assessment	Presentations raising awareness (human trafficking), reflective essays (lessons from Holocaust), analysing specific extremist groups vs British Values, debates (balancing free speech/preventing extremism).	Creating informational resources (menopause, cancer awareness), quizzes (signs/symptoms), analysing relationship scenarios (marriage/divorce factors), debates on changing nature of marriage.
Purpose (Why this assessment, why now?)	To ensure students understand severe forms of exploitation and intolerance (historical and contemporary), appreciate the foundations of British Values, and can critically evaluate threats to these values.	To ensure students possess knowledge about significant adult health stages/issues and the complexities of long-term relationships, fostering health awareness and relationship understanding..
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight,	

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	and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.

	Summer 1 – YOUTH LEADERSHIP	
Topic:	Safe and Healthy Relationships Coping with exam stress British Values	
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> • Relationships: Exploring serious romantic relationships in relation to the status and rights of marriage and the difficulties around divorce. • Relationships: Exploring the harmful traits in relationships including controlling and coercive behaviour. • Health & Well-being: Addressing mental health issues such as, exam stress and anxiety with practical solutions. <i>Development of prior learning:</i> Healthy/Safe Relationships builds on extensive KS3/4 work, focusing on abuse recognition. Exam stress builds on previous mental health/wellbeing topics (Y7-Y10), applying strategies specifically. British Values consolidates learning from across KS3/4.	
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • Developing and maintaining relationships: Describe the harmful behaviours that could be present in a relationship. • Personal health and well-being: The practical methods to reduce exam stress and how to manage other mental health issues. <i>Development based on what students could already do:</i>	

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	Enhances ability to identify relationship risks and apply help-seeking strategies. Refines practical application of stress management techniques. Consolidates understanding of citizenship and personal values.	
Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	<i>See targets above- all to be met across the year</i>	
Wider skills and capabilities: Reading	Engaging with case studies/information on relationship abuse and support requires sensitive reading. Reading/evaluating stress management advice involves practical application. Reflecting on British Values may involve revisiting key texts/summaries.	
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Empowers students to make positive choices and set boundaries in relationships (leadership in interpersonal contexts). Managing stress demonstrates personal responsibility. Reflecting on values reinforces leadership grounded in ethical principles.	
Careers	Stress management and interpersonal skills (healthy boundaries) are key employability skills. Understanding values underpins responsible workplace conduct.	
Assessment	Analysing relationship scenarios (identifying abuse/support), creating personalised exam stress plans, written reflections or group discussions consolidating understanding of British Values in context	
Purpose (Why this assessment, why now?)	To equip students to recognise/respond to relationship abuse, manage acute stress, and consolidate their understanding of core values before leaving Year 11.	

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Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	Oracy assessments, such as role-plays and discussions, are structured to allow for objective evaluation of communication skills and understanding. Written reflections are guided by focused prompts. Practical demonstrations, like First Aid simulations, are assessed based on set procedures and outcomes, providing a measurable standard. Additionally, by using a combination of assessment types (oracy, written, and practical), we ensure that multiple perspectives on student understanding are captured, reducing bias and increasing the consistency of the results.	We know the assessment methods are reliable because they are consistent, objective, and designed to measure the same skills and knowledge across all students. The use of multiple assessment types, allows for rounded evaluation of each student's abilities. All students are assessed against the same standards. Peer and self-assessment also add an element of transparency and reflection, allowing students to check their own progress and understanding.
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

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Subject	Abbey Character
Year Group	Year 12

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic: Living in the wider world Relationships Health & Well-being	PSHCE and Oracy Intro Community impact of crime The Law and You	Human Rights LGBTQ+ Personal Safety
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i>	<i>By the end of this unit students should know:</i>

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	• Living in the Wider World: Further exploration of extremism, understanding what it is and identifying signs of it. • Living in the Wider World: Exploring how the impact of crime and the consequences of breaking the law for oneself and others. <i>Development of prior learning:</i> Intro builds on KS4 PSHE/Oracy foundations. Crime impact extends KS4 learning (Y11 knife crime, Y10 community impacts) introducing Adverse Childhood Experiences (ACEs.) Law builds on Y11 Driving/Law, applying legal understanding to young adult contexts.	• Living in the Wider World: Exploring how the impact of crime and the consequences of breaking the law for oneself and others. • Health & Well-being: Understanding the Human Rights and how upholding them relates to the British Values. • Health & Well-being: Further exploration of mental health issues, including coping strategies and support systems. • Health & Well-being: Understanding how to keep oneself safe when in different situations such as driving or on a night out. (Human Rights & Personal Safety connection). • Relationship: Exploring how to show support for peers who are LGBTQ+. • Relationship: Understanding the complexities of romantic relationships <i>Development of prior learning:</i> Human Rights develops understanding of British Values (KS3/4) into broader international frameworks. LGBTQ+ builds on KS4 work (Y10 Homophobia, Y7 LGBTQ+) focusing on support/challenges. Personal Safety builds on KS4 safety topics (online, community) addressing specific adult risks like stalking/harassment.
Threshold Concepts: (skills)	<i>By the end of this unit students should be able to:</i> • British Values: Describe and explain the impact of crime on society and the consequences for oneself. <i>Development based on what students could already do:</i> Leverages existing communication skills for higher-level oracy. Develops legal literacy further. Enhances critical analysis of complex social issues (crime, ACEs). Applies ethical reasoning to legal scenarios.	<i>By the end of this unit students should be able to:</i> • British Values: Describe and explain the impact of crime on society and the consequences for oneself. • British Values: Link the British values to the internationally accepted Human Rights evaluate their differences. • Diversity LGBTQ+: Explain the challenges faced by the LGBTQ+ community and describe methods to support those who are struggling. • Staying safe: Describe strategies for staying safe in social situations and when driving. <i>Development based on what students could already do:</i> Develops understanding of rights frameworks. Enhances empathy and understanding of diversity/inclusion (LGBTQ+). Refines risk assessment skills (personal safety). Strengthens knowledge of support systems.
Wider skills and capabilities: Oracy (to be deleted as appropriate) Oracy – refer to V21 oracy framework	Physical • To use body language to facilitate and maintain effective communication (e.g. to smile encouragingly at the person who is speaking, to signal desire to speak). • To deliberately adjust tone, volume and pace to suit a wide range of purposes and audiences. Linguistic	

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progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	- To use a sophisticated range of sentence stems to facilitate and maintain effective communication. - To draw upon a wide vocabulary to achieve planned effect. - To judge appropriateness and effect of register and grammar in different situations according to audience and purpose. - To use a variety of rhetorical techniques to enhance meaning and build rapport with listeners. Cognitive - To cite evidence, with mature and appropriate reference points. - To clearly and consistently relate responses to the contributions of others to build on, challenge and reason with ideas. - To critically examine a range of ideas and perspectives. - To seek information and clarification through an increasingly sophisticated use of questioning. - To contrast and summarise a range of perspectives, arguments and evidence. - To reflect on changes of position in a discussion. - To offer increasingly sophisticated reflections on their own and others' oracy skills and identify how to improve. Social and Emotional - To listen to, and reflect on, another person's point of view and respond appropriately. - To draw out subtext when listening. - To engage in conversation with an unfamiliar adult as an equal. - To facilitate and maintain effective communication, e.g. intervene/offer feedback sensitively, redirect.	
Wider skills and capabilities: Reading	Engaging with Y12 programme/Oracy info. Reading complex texts on crime impacts, ACEs research summaries, legal information pertinent to young adults requires advanced comprehension and evaluation. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text.	Engaging with texts on human rights law (HRA 1998), reports from NGOs, LGBTQ+ personal testimonies, and personal safety guides/charity resources requires critical evaluation and sensitivity.

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	Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques. Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	
ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success Setting KS5 expectations (Intro) frames aspirations. Understanding laws, crime impact fosters aspiration for informed, responsible citizenship and contributing positively to community safety and justice.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society Directly links to Benevolence by promoting understanding/advocacy for Human Rights, fostering support/allyship for the LGBTQ+ community, and encouraging actions to keep self/others safe from harassment. Highlights kindness, support, and contributing to a just/safe society.
Careers	High-level oracy is critical for HE/careers. Understanding law/crime impact crucial for careers (law, criminology, social work, policy) and essential civic knowledge. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	Understanding human rights/diversity/inclusion vital (law, policy, international relations, HR, education, social care). Personal safety awareness applicable everywhere.
Assessment	Initial discussion (expectations). Subsequent assessment via analysis of legal case studies, presentations on crime's community impact, research into ACEs initiatives, debates on youth justice issues.	Debates on human rights issues, creating LGBTQ+ allyship guides, developing personal safety plans/risk assessments for social situations, researching/presenting on human rights NGOs or safety charities.
Purpose (Why this assessment, why now?)	To set expectations for KS5 PSHE/oracy, and equip students with essential knowledge about the legal landscape and societal impacts of crime relevant to their emerging adulthood.	To deepen understanding of fundamental rights, promote inclusivity and support for diverse identities, and equip students with knowledge to navigate personal safety challenges as young adults.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight,	

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	and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.

	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	What is Extremist behaviour Contraception and Choices Sexual Health and STIs	Young adult illness Mental Health Suicide Prevention
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> Living in the Wider World: Further exploration of extremism, understanding what it is and identifying signs of it. Living in the Wider World: Exploring how the impact of crime and the consequences of breaking the law for oneself and others. Health & Well-being: Understanding how to prevent disease as relates to communicable diseases including STDs. Health & Well-being: Understanding how to keep oneself safe when in different situations such as driving or on a night out. <i>Development of prior learning:</i> Extremism builds on Y11 Tackling Extremism/British Values and Y10 Radicalisation. Sexual health topics build significantly on KS3/4 learning (Y9 Safe Sex/STIs, Y10 Unplanned Pregnancy), providing greater depth and detail appropriate for young adults.	<i>By the end of this unit students should know:</i> Health & Well-being: Further exploration of mental health issues, including coping strategies and support systems. <i>Development of prior learning:</i> Young adult illness builds on general health awareness (KS3/4). Mental Health and Suicide Prevention build significantly on topics covered across KS3/4/Y12, providing greater depth on conditions, coping strategies, peer support, and crisis intervention relevant to young adulthood.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> Staying safe: Explain the different approaches one can choose to reduce the chances of spreading or catching different diseases including STDs. Staying safe: Describe strategies for staying safe in social situations. Personal health and well-being: Describe coping strategies and support systems for good personal well being.	<i>By the end of this unit students should be able to:</i> Personal health and well-being: Describe coping strategies and support systems for good personal well-being. <i>Development based on what students could already do:</i> Develops health literacy regarding specific age-relevant conditions. Deepens emotional literacy, empathy, ability to recognise distress signs, knowledge of coping mechanisms/support pathways, and understanding of substance/mental health links. Enhances peer support skills.

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	• Developing and Maintaining Relationships: Discuss the complexities of romantic relationships regarding sexual intercourse • British Values: Explore the causes and pathways to extremist behaviours and how extremism undermines British Values <i>Development based on what students could already do:</i> Enhances critical awareness of societal dangers (extremism). Develops health literacy, ability to evaluate risks/benefits (contraception/STIs), critical analysis of health information (myths), and responsible decision-making regarding sexual health.	
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Understanding counter-terrorism strategy summaries, analysing potentially biased extremist material critically, comprehending detailed health information (contraception guides, STI factsheets), distinguishing reliable sources from myths.	Critically evaluating health information (illnesses, vaccination debates), engaging sensitively with materials about mental health conditions and suicide prevention, understanding support resources requires careful comprehension and emotional maturity.
ABBEY Character	Belief: In yourself and others. Living as one. Links to Belief by empowering students to believe in their ability to resist harmful ideologies (extremism) and make informed, responsible decisions about their sexual health and wellbeing based on accurate knowledge.	Excellence: Striving to be the best in everything you do. Looking after yourself and others Links to Excellence by encouraging students to strive for excellence in managing their own physical/mental health and supporting peers compassionately. Developing robust coping strategies and knowing how/when to seek help demonstrates personal responsibility and care.
Careers	Understanding extremism/safeguarding relevant (education, law enforcement, policy). Health literacy essential personally. Accurate sexual health knowledge vital (healthcare, education, youth work). Responsible decision-making is transferable.	Mental health awareness crucial (personal wellbeing, supporting colleagues). Directly relevant (healthcare, counselling, social work, education, HR). Health literacy important personally/professionally.

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Assessment	Analysing scenarios (potential radicalisation), evaluating contraceptive methods based on case studies, quizzes/presentations (STI facts/prevention), evaluating health information sources for reliability	Critically evaluating health articles/advice, creating mental health support plans (personal/peer), analysing scenarios involving supporting a struggling friend, presentations on accessing mental health services, reflective pieces on wellbeing strategies.
Purpose (Why this assessment, why now?)	To ensure students can identify risks associated with extremism and possess comprehensive knowledge of contraception and STI prevention to make informed, responsible choices regarding their health and safety.	To consolidate understanding of young adult health issues, deepen knowledge of mental health maintenance and crisis support (inc. suicide prevention), ensuring students know how to look after themselves/others and access help.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.	
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.	

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	Alcohol Misuse Substance Misuse Sustainability	Safe Driving Driving Dangers Presentation
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> Health & Well-being: Further exploration of mental health issues, including coping strategies and support systems. Health & Well-being: Understanding how to keep oneself safe when in different situations such as driving or on a night out. Living in the Wider World: Exploring how the impact of crime and the consequences of breaking the law for oneself and others. British Values: Understanding how sustainability is a vital part of being a global citizen <i>Development of prior learning:</i>	<i>By the end of this unit students should know:</i> Health & Well-being: Understanding how to keep oneself safe when in different situations such as driving or on a night out. <i>Development of prior learning:</i> Builds on Y11 Driving/Law and Y12 Term 5 work on alcohol/substance misuse, focusing sharply on the combination of driving and impairment. Consolidates presentation and communication skills developed throughout KS5.

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	Builds on KS3/4 learning about drugs/alcohol (Y8/9) and legal consequences (Y10/11). Sustainability builds on environmental awareness (Geography/Science/previous PSHE). Focuses on risks/responsibilities relevant to young adult independence and global context.	
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> Personal health and well-being: Understand the effect of substance misuse on physical health, mental health and relationships. Staying Safe: Describe strategies for staying safe in social situations and when driving <i>Development based on what students could already do:</i> Enhances risk assessment skills, decision-making regarding substances, understanding of legal/health consequences. Develops understanding of global issues and ethical responsibilities (sustainability).	<i>By the end of this unit students should be able to:</i> Staying safe: Describe strategies for staying safe in social situations and when driving. <i>Development based on what students could already do:</i> Reinforces critical safety messages regarding driving. Refines research, synthesis, planning, and advanced oracy skills for the presentation task.
Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Understanding legal information (drug laws), interpreting statistics (substance misuse impact), reading safety/health advice regarding alcohol. Researching and reading about complex sustainability issues requires evaluating sources and synthesising information.	Reading road safety advice, understanding statistics/case studies on impaired driving accidents. Researching and structuring information for the presentation involves evaluating sources and organising complex ideas.
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Empowers students to make positive, safe choices regarding alcohol/drugs (leadership in personal health). Understanding sustainability encourages	Celebrating Abbey Grange: Celebrating who we are: Being Abbey Celebrates the acquisition of vital safety knowledge (driving) and provides a platform (presentation) to celebrate and articulate the broad range of PSHE

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	leadership through considering long-term global wellbeing and making responsible choices as consumers/citizens.	learning and personal development achieved throughout the year, reflecting 'Being Abbey'.
Careers	Understanding substance risks vital for employability/safety. Sustainability awareness increasingly important across all sectors (CSR, environmental roles, responsible business). Decision-making/risk assessment are transferable skills.	Safe driving practices are crucial life skills. Presentation skills are vital for higher education and almost all careers requiring communication, pitching ideas, or reporting findings.
Assessment	Analysing campaigns against alcohol/substance misuse, scenario-based decision-making (social situations), presentations (impact of substance misuse), research projects or debates on sustainability challenges/solutions.	Will include quizzes on driving safety/laws, or analysis of road safety campaigns. Assessment via the end-of-year presentation covering key PSHE themes.
Purpose (Why this assessment, why now?)	To ensure students understand risks associated with alcohol/substance misuse pertinent to young adults, and grasp the concept and importance of environmental sustainability as responsible global citizens.	To reinforce critical driving safety messages, especially regarding impairment, and to evaluate students' ability to consolidate, synthesise, and communicate their PSHE learning from Year 12.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	
Reliability (Why you can trust the information it provides)	Oracy assessments, such as role-plays and discussions, are structured to allow for objective evaluation of communication skills and understanding. Written reflections are guided by focused prompts. Practical demonstrations, like First Aid simulations, are assessed based on set procedures and outcomes, providing a measurable standard. Additionally, by using a combination of assessment types (oracy, written, and practical), we ensure that multiple perspectives on student understanding are captured, reducing bias and increasing the consistency of the results.	We know the assessment methods are reliable because they are consistent, objective, and designed to measure the same skills and knowledge across all students. The use of multiple assessment types, allows for rounded evaluation of each student's abilities. All students are assessed against the same standards. Peer and self-assessment also add an element of transparency and reflection, allowing students to check their own progress and understanding.
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

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Subject	Abbey Character
Year Group	Year 13

Subject Vision:

- At Abbey Grange, we believe that education is about developing the whole student—fostering not only academic achievement but also the growth of character and purpose. Our character curriculum is designed to inspire aspiration, cultivate benevolence, and nurture a strong sense of self-belief in each student. Through a commitment to excellence in all areas of life, we empower our students to embrace their potential and develop the essential skills for leadership. We aim to prepare our students to leave school as well-rounded, confident, and compassionate individuals, ready to make a positive impact on the world and live life to its fullest.

Overview of Intent:

At Abbey Grange, our PSHE curriculum is designed to support the development of the whole student, aligning closely with the Abbey Character. This framework underpins everything we do, helping to foster key traits such as aspiration, benevolence, and self-belief, which permeate all aspects of our curriculum.

Our PSHE program focuses on three core themes: health and wellbeing, relationships, and living in the wider world—each of which directly links to our Abbey Character values.

- Health and Wellbeing:** We encourage students to build resilience and make informed, healthy choices, supporting the development of **self-belief**. This theme empowers students to take responsibility for their well-being and persevere with **excellence** through challenges.
- Relationships:** Students learn to develop empathy, respect, and effective communication, which are central to **benevolence**. This theme helps students build strong, positive relationships and nurture a sense of social responsibility.
- Living in the Wider World:** By exploring issues of citizenship, responsibility, and global awareness, we aim to inspire **aspiration and future leaders**. Students are encouraged to become active, compassionate citizens, contributing meaningfully to society and developing the leadership skills to navigate an ever-changing world.

The Abbey Character values are woven throughout our entire curriculum, ensuring that students develop the traits of aspiration, benevolence, belief, excellence and youth leadership in every aspect of their learning. Through PSHE, we empower students to leave Abbey Grange as confident, compassionate individuals, ready to flourish and make a positive impact in the world.

	Autumn 1 - ASPIRATION	Autumn 2 - BENEVOLENCE
Topic: Living in the wider world Relationships	PSHCE and Oracy Intro Healthy eating on a budget Gaming and gambling	Pregnancy Young Parenthood Emergency situations

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Health & Well-being		
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> • Health & Well-being: Reflecting on long term health and well-being choices, including maintaining a balanced lifestyle into adulthood. • Health & Well-being: Addressing mental health and well-being post school, including understanding the causes and risks of gaming and gambling addiction. <i>Development of prior learning:</i> Intro builds on KS5 PSHE/Oracy foundations. Healthy eating/budgeting builds upon financial literacy (Y10/11) and health education (KS3/4), applying it practically to independent living. Gaming/gambling builds on understanding addiction (Y10 Gambling, Y12 Substances), focusing on specific modern risks.	<i>By the end of this unit students should know:</i> • Health & Well-being: Reflecting on long term health and well-being choices, including maintaining a balanced lifestyle into adulthood. • Health & Well-being: Addressing mental health and well-being post school • Relationships: Understanding the challenges of long-term relationships, including marriage and parenthood. • Relationships: Effective conflict resolution, communication, and navigating difficult relationship situations. <i>Development of prior learning:</i> Pregnancy/Parenthood builds upon KS4/Y12 learning (relationships, sexual health, contraception, parenting basics, mental health). Emergency Situations builds on personal safety work (Y12) and First Aid (Y10), focusing on social contexts and de-escalation.
Threshold Concepts: (skills)	<i>By the end of this unit students should be able to:</i> • Mental health: Explain the risks of gambling and gaming addiction, include seeking support. • Mental health: Understand different mental health issues and how to get support for them. <i>Development based on what students could already do:</i> Leverages existing communication skills for oracy. Develops practical life skills (budgeting, meal planning). Enhances understanding of addiction mechanisms/risks and promotes help-seeking behaviours relevant to independent adult life.	<i>By the end of this unit students should be able to:</i> • Family life: Explain the reality of having a family, describe the physical and emotional changes involved in pregnancy. • Mental health: Understand different mental health issues and how to get support for them. <i>Development based on what students could already do:</i> Deepens understanding of human development, empathy for parental challenges, knowledge of support systems. Enhances situational awareness, risk assessment, and de-escalation techniques for social safety.
Wider skills and capabilities: Oracy (to be deleted as appropriate) Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework	Physical • To use body language to facilitate and maintain effective communication (e.g. to smile encouragingly at the person who is speaking, to signal desire to speak). • To deliberately adjust tone, volume and pace to suit a wide range of purposes and audiences. Linguistic • To use a sophisticated range of sentence stems to facilitate and maintain effective communication. • To draw upon a wide vocabulary to achieve planned effect. • To judge appropriateness and effect of register and grammar in different situations according to audience and purpose.	

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Oracy-Framework-progression-tool.pdf	• To use a variety of rhetorical techniques to enhance meaning and build rapport with listeners. • Cognitive • To cite evidence, with mature and appropriate reference points. • To clearly and consistently relate responses to the contributions of others to build on, challenge and reason with ideas. • To critically examine a range of ideas and perspectives. • To seek information and clarification through an increasingly sophisticated use of questioning. • To contrast and summarise a range of perspectives, arguments and evidence. • To reflect on changes of position in a discussion. • To offer increasingly sophisticated reflections on their own and others' oracy skills and identify how to improve. • Social and Emotional • To listen to, and reflect on, another person's point of view and respond appropriately. • To draw out subtext when listening. • To engage in conversation with an unfamiliar adult as an equal. • To facilitate and maintain effective communication, e.g. intervene/ offer feedback sensitively, redirect.	
Wider skills and capabilities: Reading	Engaging with Y13 programme info. Reading recipes, nutritional labels, budgeting guides requires practical comprehension. Reading articles/resources about gaming/gambling addiction requires critical evaluation. Reading skills to be added: Improve Reading Comprehension: Focus on understanding the text by summarising paragraphs, asking questions, and making predictions about what will happen next. Expand Your Vocabulary: Work on learning new words and using context clues to understand unfamiliar vocabulary. Review and practise new words regularly. Enhance Speed Reading: Practise reading faster while maintaining understanding. Use techniques like skimming and scanning for key information. Develop Critical Thinking: Analyse and evaluate the ideas in the text. Ask questions about the author's intent and identify themes or arguments being made. Strengthen Inference Skills: Practise reading between the lines and understanding implied meanings, rather than just what is directly stated in the text. Increase Focus and Concentration: Work on staying focused while reading for longer periods of time. Minimise distractions and practise concentration techniques.	Comprehending detailed information (pregnancy stages, infant care, parental mental health resources). Analysing safety advice and understanding psychological concepts like the bystander effect.

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	Build Reading Fluency: Improve your ability to read smoothly with correct pacing and expression. Try reading aloud or practising with a variety of texts. Improve Retention and Recall: Focus on remembering key points from your reading. Use techniques like note-taking, summarising, and discussing the material to help with recall.	
ABBEY Character	Aspiration: A strong desire to achieve your goals. Working hard to achieve success Setting final year expectations (Intro) frames aspirations for successful transition. Equipping students with practical skills for independence (budgeting/eating) and risk awareness (addiction) directly supports aspirations for thriving beyond school.	Benevolence: Being kind & well-meaning. Making a positive contribution to wider society This unit links to the Abbey character of Benevolence by encouraging kindness, empathy, and concern for others. Through exploring diversity, positive relationships, and cyberbullying, students learn the importance of standing up for others, promoting inclusivity, and supporting healthy relationships. It reinforces acting with goodwill and taking responsibility for creating a positive, caring community.
Careers	Budgeting/financial management essential life skills impacting future stability. Understanding addiction relevant personally and for careers (healthcare, counselling). Practical planning skills are transferable. Key employability skills – to be deleted as appropriate: • Communication: Be clear and confident when speaking and writing, and listen effectively. • Teamwork: Work well with others, contribute to group tasks, and maintain positive relationships. • Problem-Solving: Identify problems and come up with practical solutions. • Adaptability: Be open to change and willing to learn new skills. • Leadership: Take initiative, guide others, and show responsibility. • Critical Thinking: Analyse situations and make thoughtful decisions. • Interpersonal Skills: Build positive relationships and communicate effectively with others. • Negotiation Skills: Find solutions that work for everyone involved. • Attention to Detail: Be thorough and ensure high-quality work.	Relevant for healthcare, social care, childcare, education roles. De-escalation/situational awareness valuable in many careers (customer service, security, emergency services). Empathy is key.
Assessment	Initial discussion (expectations). Subsequent assessment via creating weekly meal plans/budgets, analysing gaming/gambling case studies, presentations on addiction support services.	Creating guides for expectant parents, analysing young parenthood case studies, presentations on support services, role-playing de-escalation scenarios, analysing bystander effect situations.
Purpose (Why this assessment, why now?)	To set the scene for the final year's focus on transition, assess crucial practical skills for independent living (budgeting, nutrition), and ensure awareness of relevant addiction risks.	To assess understanding of pregnancy/parenthood realities and support needs, and equip students with practical strategies for navigating potentially challenging social/emergency situations safely.
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight,	

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	and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.
Reliability (Why you can trust the information it provides)	It combines multiple methods to provide a comprehensive view of each student's understanding. This gives students the opportunity to express their knowledge in different ways, making it more likely that their true understanding will be captured. Reliability of assessment is reinforced through standardised criteria and conducting assessments over time to track progress.
Value (How you will use the information to inform next steps intent)	We can use the assessment information to identify areas where students may need further support or enrichment, which can take place in form-time, assemblies or lessons.

	Spring 1 - BELIEF	Spring 2 - EXCELLENCE
Topic:	Sexual exploitation Gang crime and violence Prioritising my Mental Health	Impact of separation, loss and suicide Rape and sexual assault Intimate relationships
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> • Living in the Wider World: Understanding the risks and consequences of involvement in gang crime and sexual assault. • Health & Well-being Reflecting on long term health and well-being choices, including maintaining a balanced lifestyle into adulthood. • Health & Well-being Addressing mental health and well-being post school, including. <i>Development of prior learning:</i> Builds on Y12 personal safety, Y11 human trafficking/exploitation, KS4 crime/gang awareness, and extensive mental health work across KS3-KS5. Addresses specific serious risks and reinforces self-management of wellbeing.	<i>By the end of this unit students should know:</i> • Health & Well-being: Understanding the risks and consequences of involvement in gang crime and sexual assault. • Health & Well-being: Reflecting on long term health and well-being choices, including maintaining a balanced lifestyle into adulthood. • Health & Well-being: Addressing mental health and well-being post school, including. • Relationships: Understanding the challenges of long-term relationships, including marriage and parenthood. • Relationships: Effective conflict resolution, communication, and navigating difficult relationship situations. <i>Development of prior learning:</i> Builds significantly on Y12 Suicide Prevention, KS3-Y12 mental health/loss topics, extensive work on relationships/consent (KS3-Y12). Provides mature focus on peer support in crisis, legal/support aspects of sexual assault, and navigating adult intimacy.
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> • British Values: Understand the risks of gang crime and the consequences of sexual assault in relation to Rule of Law. • Mental health: Understand different mental health issues and how to get support for them.	<i>By the end of this unit students should be able to:</i> • Mental health: Understand different mental health issues and how to get support for them. • Developing and maintaining relationships: Describe and explain the features of a toxic relationship and managing conflict resolution with friends and family.

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	<i>Development based on what students could already do:</i> Enhances understanding of coercion/exploitation tactics. Applies risk assessment to gang involvement. Consolidates self-awareness and application of mental health coping strategies developed previously.	<i>Development based on what students could already do:</i> Deepens empathy, peer support communication skills, understanding mental health crises. Reinforces understanding of consent/boundaries. Refines analysis of complex relationship dynamics.
Wider Skills and responsibilities Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	<i>See targets above- all to be met across the year</i>	
Wider skills and capabilities: Reading	Engaging with sensitive case studies or information about exploitation/gangs requires critical analysis and emotional resilience. Reading resources on mental health for young adults involves self-reflection and application.	Engaging sensitively with resources (peer support, bereavement, suicide prevention, sexual assault support). Reading relationship advice/analysis requires critical evaluation and application.
ABBEY Character	Belief: In yourself and others. Living as one. Strengthens belief in personal safety and the ability to recognise/avoid exploitative situations or gang involvement. Reinforces belief in the importance of prioritising mental health and seeking support, fostering self-reliance.	Excellence: Striving to be the best in everything you do. Looking after yourself and others Encourages excellence in providing compassionate, informed peer support during difficult times. Upholding principles of consent and respect in intimate relationships reflects personal integrity. Striving for healthy relationship dynamics demonstrates excellence in interpersonal skills.
Careers	Understanding exploitation/gangs relevant for social work, law enforcement, youth work. Prioritising mental health crucial for sustaining any career path and managing workplace stress.	Empathy, communication, signposting, understanding consent/boundaries are vital interpersonal skills (healthcare, counselling, social work, education, HR, management).
Assessment	Analysing scenarios (grooming, exploitation risks), presentations on factors contributing to gang violence or difficulties leaving, creating personal mental wellbeing plans for transition, discussing support networks.	Creating resources (supporting friends' mental health), analysing case studies (loss, reporting assault), presentations (support services), role-playing supportive conversations, analysing intimate relationship scenarios (healthy vs toxic).
Purpose (Why this assessment, why now?)	To ensure students can recognise serious risks related to exploitation and gangs, and consolidate their understanding and strategies for proactively managing their own mental health during the significant transition out of school.	To assess understanding of supporting peers through crisis, knowledge of consent/sexual assault/support systems, and ability to analyse dynamics of intimate relationships, preparing for university/work social environments.

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Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.
Reliability (Why you can trust the information it provides)	The reliability of this assessment is ensured with multiple methods, which provide a consistent and comprehensive way to evaluate students' understanding. By assessing students in different contexts and formats, the approach reduces bias and gives a clearer, more accurate picture of their abilities. Clear criteria for each assessment method also ensure consistency in evaluation, allowing teachers to reliably measure how well students grasp and apply the unit's concepts. This multi-faceted approach helps ensure that the results are dependable across different learners and learning styles.
Value (How you will use the information to inform next steps intent)	We will use the results to tailor future support, in or out of the classroom, to ensure student understanding. This ensures that future lessons are responsive to students' needs and continue to build on their personal and social development.

	Summer 1 – YOUTH LEADERSHIP	Summer 2 – CELEBRATION ABBEY
Topic:	Politics and Political Influence Environment and Sustainability	
Threshold Concepts (Knowledge):	<i>By the end of this unit students should know:</i> Living in the Wider World: Understanding what it means to be a global citizen in terms of sustainability and ethical considerations. Living in the Wider World: Understanding the political landscape, including voting, elections, and public policy. <i>Development of prior learning:</i> Politics builds on British Values/citizenship (KS3-Y12). Sustainability builds on Y12 topic and potential Geography/Science knowledge, focusing on responsibility and action. Both position students as active adult citizens.	
Threshold Concepts:	<i>By the end of this unit students should be able to:</i> Global issues: Explain what it means to be a global citizen and examine issues such as sustainability. British Values: Explain the democratic process in Britain. <i>Development based on what students could already do:</i> Refines critical analysis of political information/media bias. Develops understanding of civic participation mechanisms. Applies ethical reasoning to environmental issues. Encourages informed decision-making as citizens/consumers.	

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Wider skills and capabilities: Oracy Oracy – refer to V21 oracy framework progression tool to determine expectations of student outcomes on oracy tasks for each framework Oracy-Framework-progression-tool.pdf	See targets above- all to be met across the year	
Wider skills and capabilities: Reading	Analysing political commentary, party manifestos, news media critically. Reading reports/articles on environmental science, policy, and sustainable practices requires synthesising complex information.	
ABBEY Character	Youth Leadership: Taking a lead and making positive choices. Being the best version of you Empowers students to engage responsibly in civic life (politics) and consider their impact on the planet (sustainability), demonstrating leadership through informed participation and responsible choices for the wider community and future generations.	
Careers	Political/environmental awareness important for informed citizenship and specific careers (politics, policy, journalism, law, environmental science, CSR, international development). Critical analysis valuable everywhere.	
Assessment	Debates on current political/environmental issues, presentations comparing political viewpoints or sustainability strategies, analysing political campaigns/media coverage, researching local environmental initiatives	
Purpose (Why this assessment, why now?)	To assess students' ability to engage critically with the political landscape and understand environmental responsibilities as informed young citizens preparing to vote and make impactful choices.	
Validity (The method of assessment)	We use oracy to assess this unit because it allows students to demonstrate their communication skills, such as clarity, confidence, and critical thinking. By combining self, peer, teacher feedback, and written assessment, we can accurately assess oracy from multiple perspectives. Self-assessment encourages students to reflect on their own communication, while peer feedback helps them consider others' viewpoints. Teacher feedback offers professional insight, and written assessments allow for a more detailed evaluation of their ideas and reasoning. This approach encourages students to reflect on key PSHE activities, considering and valuing diverse perspectives, and deepens their understanding of both oral and written communication.	

1. Curriculum Map



Reliability (Why you can trust the information it provides)	Oracy assessments, such as role-plays and discussions, are structured to allow for objective evaluation of communication skills and understanding. Written reflections are guided by focused prompts. Practical demonstrations, like First Aid simulations, are assessed based on set procedures and outcomes, providing a measurable standard. Additionally, by using a combination of assessment types (oracy, written, and practical), we ensure that multiple perspectives on student understanding are captured, reducing bias and increasing the consistency of the results.	We know the assessment methods are reliable because they are consistent, objective, and designed to measure the same skills and knowledge across all students. The use of multiple assessment types, allows for rounded evaluation of each student's abilities. All students are assessed against the same standards. Peer and self-assessment also add an element of transparency and reflection, allowing students to check their own progress and understanding.
Value (How you will use the information to inform next steps intent)	The information gathered from the assessments will be used to inform the next steps by identifying areas where students may need further support or challenge. If certain concepts, such as understanding British values or applying them in real-life situations, show gaps in knowledge or skills, additional activities will be planned for form time and assembly to address those needs.	

1. Curriculum Map



Appendix 2: Parent Form: Excusing a child from sex education within RSE request

TO BE COMPLETED BY PARENTS OR CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer			