



Life and Society Curriculum Long Term Planning

		Term 1	Term 2	Term 3
Year 7	Big Idea	How do I successfully transition into secondary school and manage my personal safety and wellbeing?	What does a positive and respectful relationship look like in a school and online environment?	How does being part of a community shape my responsibilities and future choices?
	Key Knowledge and skills	- Understanding the transition to secondary school, including routines, expectations, organisation and independence. - Developing emotional literacy, including recognising, naming and managing a range of emotions. - Understanding the importance of mental wellbeing, including how thoughts, feelings and behaviours are interconnected. - Learning strategies to building confidence and self-esteem Knowledge of basic health and hygiene, including sleep, diet and physical activity. - Introduction to puberty and physical development, including normalising change. - Understanding how to identify trusted adults and access support. - Knowledge of first aid basics and how to respond appropriately in emergencies.	- Understanding the key characteristics of healthy friendships, including trust, kindness and respect. - Developing awareness of conflict resolution strategies and managing friendship changes. - Understanding bullying, including cyberbullying, and its impact on individuals and communities. - Knowledge of boundaries, personal space and consent (age-appropriate) - Exploration of different types of families and relationships, including diversity. - Understanding respectful behaviour and the impact of actions on others. - Introduction to online relationships, including safe communication and digital behaviours	- Understanding the role of rules, laws and consequences in maintaining safe communities. - Exploring what it means to be part of a school, local and wider community - Developing awareness of diversity, equality and protected characteristics. - Understanding how to respect differences and challenge discrimination. - Developing digital literacy, including evaluating online information and recognising misinformation. - Introduction to financial awareness, including needs vs wants and value of money. - Early exposure to careers and aspirations, including recognising personal strengths.



	End Point	Successful transition to secondary school is demonstrated through independence, organisation and resilience. Pupils understand effective strategies for maintaining physical and mental wellbeing and are able to identify and access appropriate sources of support when needed.	Pupils understand the difference between healthy and unhealthy relationships, building positive and respectful relationships with others, managing disagreements appropriately and knowing where to get help if worried about their own safety or the wellbeing of someone else.	Pupils develop and understanding of the importance of being a positive and responsible member of the community, showing respect for others and valuing diversity. Making sensible choices and recognising how actions and behaviour today can help achieve future goals.
Year 8	Big Idea	How does my identity develop and how does it influence my wellbeing?	How do relationships and social influences shape my behaviour and choices?	How can I make informed decisions in a complex and changing world?
	Key Knowledge and skills	- Understanding personal identity, including values, beliefs and influences (family, culture, media). - Exploring self-esteem and body image, including the impact of social media. - Developing strategies for managing emotions, including stress, anxiety and change. - Building resilience and coping strategies. - Understanding mental health, including recognising signs in self and others. - Knowledge of healthy lifestyles, including sleep, diet, exercise and screen time balance. Introduction to risk-taking behaviours, including vaping and alcohol (early awareness)	- Developing a deeper understanding of healthy vs unhealthy relationship. - Exploring equality, diversity and protected characteristics. - Understanding peer pressure, influence and coercion. - Developing assertiveness skills to manage difficult situations - Recognising bullying, prejudice and discrimination, including online - Understanding how relationships change during adolescence - Introduction to legal frameworks linked to behaviour and harm	- Exploring identity in modern society, including cultural and media influences. - Understanding rights, responsibilities and equality. - Recognising and challenging stereotypes and discrimination. - Evaluating media influence, misinformation and online content - Developing critical thinking and decision-making skills. - Exploring career pathways, skills and future aspirations. - Understanding online safety, including scams, manipulation and digital reputation



	End Point	Pupils develop an understanding of what makes each person unique and recognise how different influences can affect wellbeing. They develop healthy habits and practical strategies to support positive mental and physical health.	Pupils develop an understanding of how friends, family, social media and wider influences can affect choices and behaviour. They develop the confidence to make informed decisions, show respect for others, and recognise and challenge discrimination in different situations.	Pupils develop critical thinking skills to help them evaluate information, influences and the choices available to them. They learn to make informed decisions about their future and understand how to behave responsibly and safely in digital environments.
	Big Idea	What makes a healthy relationship and how does consent keep us safe?	How can I make good choices for my health, safety and future?	How do online environments influence relationships, behaviour and risk?
Year 9	Key Knowledge and skills	• Understanding healthy vs unhealthy relationships, including trust, communication and respect. • Exploring power imbalance, control and coercion. • Developing a clear understanding of consent (legal and ethical). • Understanding how to communicate and recognise consent. • Exploring pressure, coercion and exploitation. • Developing assertiveness and decision-making skills. • Understanding how to manage and end relationships safely.	• Understanding mental and physical health risks, including self-harm and eating disorders (awareness level). • Knowledge of alcohol, drugs, vaping / smoking and substance misuse, including consequences. • Understanding sexual health basics including contraception, STI and safer sex (delivered alongside specialist provision where appropriate). • Developing resilience, coping strategies and help-seeking behaviours. • Understanding how to access support services and healthcare systems.	• Understanding online behaviour and digital boundaries. • Knowledge of sexting, including legal and safeguarding implications. • Understanding the impact of pornography and sexualised media. • Evaluating the impact of influencers, misogyny and harmful narratives • Understanding digital footprint and long-term consequences. • Knowledge of online grooming and exploitation.



		- Recognising extremism and online radicalisation (introduction). - Exploring online grooming, exploitation and county lines	Applying decision-making frameworks to high-risk situations.	
	End Point	Pupils develop an understanding of consent and what makes a healthy, respectful relationship. They learn to recognise abusive or harmful behaviours and know how to respond appropriately to help protect themselves and others.	Pupils develop the knowledge and skills needed to make informed and responsible decisions about their health and wellbeing. They build independence and resilience, and understand when and how to access support if they need it.	Pupils develop an understanding of the risks and responsibilities associated with being online. They learn to think critically about online content and behaviour, understand the potential consequences of their actions, and develop strategies to stay safe and act responsibly in digital environments.
Year 10	Big Idea	How do my skills, choices and behaviours prepare me for employment and future pathways?	How do financial systems influence my life choices and future independence?	How do the choices I make affect my health, wellbeing and future outcomes?
	Key Knowledge and skills	- Understanding the full range of post-16 pathways including A Levels, vocational courses, apprenticeships and employment routes. - Identification and articulation of personal strengths, transferable skills and career aspirations. - Development of employability skills including communication, teamwork, leadership and problem-solving. - Construction of professional CVs and applications, including use of appropriate language and formatting.	- Understanding key concepts of financial literacy, including income, expenditure, budgeting and saving - Exploration of banking systems, including current accounts, interest, and financial services. - Analysis of credit, debt, loans, mortgages and Buy Now Pay Later schemes. - Understanding taxation, payslips and earnings.	- Understanding mental health and wellbeing, including anxiety, depression and stigma. *Development of resilience strategies, coping mechanisms and emotional regulation. *Analysis of risk-taking behaviour, including influences from peers, media and society. - Knowledge of substances (alcohol, drugs, vaping) and their physical, social and legal consequences.



		- Understanding interview techniques, body language, and professional conduct. - Exploration of workplace expectations, including behaviour, punctuality, accountability and rights at work. - Analysis of digital footprint and online reputation, including the long-term consequences of online activity	- Evaluation of financial risks, including gambling, fraud, scams and money muling. - Development of consumer awareness, including needs vs wants and ethical consumption. - Application of decision-making frameworks to financial situations	- Exploration of decision-making processes in high-risk situations *Understanding the relationship between lifestyle choices and long-term outcomes. - Identifying how and when to access support services
	End Point	Pupils develop an understanding of their skills, strengths and career aspirations. They learn how to present themselves professionally. They explore how their behaviour, both online and offline, can influence future opportunities and gain an awareness of the education, training and career pathways that align with their interests, strengths and ambitions.	Pupils develop an understanding of how to manage money responsibly, including budgeting and making informed financial decisions. They learn about financial risks, the impact of financial choices on future independence, and how to recognise and respond to financial exploitation and scams.	Pupils develop the knowledge and skills needed to assess risks and make informed choices that support their physical and mental wellbeing. They learn about the potential consequences of risky behaviours and build the resilience, confidence and independence needed to manage challenges and make positive decisions.
Year 11	Big Idea	How do I successfully transition into post-16 education, employment or training?	What does a safe, respectful and healthy adult relationship look like?	How do I live independently and manage the challenges of adult life?
	Key Knowledge and skills	- In-depth understanding of post-16 pathways, including entry requirements and progression routes. - Development of decision-making skills linked to future planning.	- Advanced understanding of healthy vs unhealthy relationships. - Exploration of consent in adult relationships, inc legal frameworks - Development of communication, trust, respect and equality.	- Strategies for managing stress, grief, change and exam pressure. - Development of resilience and coping strategies.



		• Preparation for applications, interviews and enrolment processes. • Understanding independent living, including housing, budgeting and managing responsibilities. • Development of goal-setting strategies and long-term planning. • Exploration of managing change, uncertainty and transition.	• Identification of coercion, control, abuse and exploitation. • Awareness of violence against women and girls (VAWG) and gender-based harm. • Understanding of ending relationships safely. • Knowledge of support systems and reporting mechanisms.	• Understanding how to access health services, including GP and specialist services. • Knowledge of personal safety in adult life, including public spaces and emergencies. • Application of financial independence skills, including banking, renting and cost of living. • Reflection on personal growth and readiness for adulthood
	End Point	Pupils develop an understanding of the options available to them after secondary school and learn how to make informed, realistic and aspirational decisions about their future. They build the confidence and independence needed to plan their next steps and prepare successfully for transition into further education, training or employment.	Pupils develop an understanding of the qualities of healthy, respectful relationships and learn how to evaluate relationships using clear criteria. They build awareness of their rights and responsibilities, learn to recognise abusive or harmful behaviours, and develop the knowledge and confidence needed to maintain safe and positive relationships.	Pupils leave school as confident, resilient and independent young people. They develop the knowledge, skills and personal qualities needed to manage their health, relationships, finances and responsibilities, and are well prepared for the opportunities, challenges and next steps of adult life.