Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class - **Navigator Curriculum** - *Subjects/Lessons weekly*

11N

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
2026-2027	**Topic: What makes up our identity?** **Focus:** Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes **Suggested Key Questions:** • **How can I recognise and respect similarities and differences between people?** • **What things make up a person's**	**Topic: What decisions can people make with money?** **Focus:** Money; making decisions; spending and saving **Suggested Key Questions:** • **How do people decide whether to spend or save money, and what influences these choices?** • **How can I keep track of how much money I have?**	**Topic: How can we help in an accident or emergency?** **Focus:** Basic first aid; accidents; dealing with emergencies **Suggested Key Questions:** • **What is first aid, and how can I help someone in an emergency?** • **What should I do if someone has a minor injury (e.g.**	**Topic: How can friends communicate safely?** **Focus:** Friendships; relationships; becoming independent; online safety **Suggested Key Questions:** • **What different types of relationships do people have in their lives?** • **How do people communicate with**	**Topic: How can drugs common to everyday life affect health?** **Focus:** Drugs, alcohol and tobacco; healthy habits **Suggested Key Questions:** • **How can everyday substances (e.g. medicines, caffeine, alcohol, nicotine) affect health and wellbeing?**	**Topic: What jobs would we like?** **Focus:** Careers; aspirations; role models; the future **Suggested Key Questions:** • **What different jobs and careers are available, and how might these change over time?** • **Why are some jobs paid differently, and what does voluntary work mean?** • **What skills, qualities, and**

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	identity (e.g. family, culture, interests)? • How do my personal qualities and individuality make me who I am? • What are stereotypes, and why are they not always accurate or fair? • How can stereotypes influence how people think and behave? • How can I challenge stereotypes and treat others with respect? Key Skills and Knowledge: Intended Knowledge: Understanding that identity is made up	• What different ways can people pay for things, and how do these affect decisions? • What does "value for money" mean, and how can I recognise it? • How can my choices about money affect me and others? • What risks are linked to money, and how can money affect feelings and emotions? Key Skills and Knowledge: Intended Knowledge: Understanding that people make choices about how to spend and save money Recognising factors that influence	cut, burn, or graze)? • What should I do if someone is seriously hurt (e.g. choking or head injury)? • When should I get help from an adult or call emergency services? • Why is it important to stay calm in an emergency? • What information should I give when asking for help? Key Skills and Knowledge: Intended Knowledge Understanding what first aid is and when it is needed Knowing basic first aid responses for common situations	friends and family, both in person and online? • How is communicating online different from face-to-face communication? • How can I recognise risks in friendships and stay safe? • What is safe to share online, and why is consent important before sharing information or images? • What should I do if a friendship makes me feel worried, unsafe, or uncomfortable? Key Skills and Knowledge: Intended Knowledge: Understanding different types of relationships	• What is the difference between legal and illegal drugs? • Why might people choose to use or not use different substances? • How can using some substances become a habit? • What are the risks and effects of drug use on health and wellbeing? • Where can I get help or advice if I am worried about drugs or substance use? Key Skills and Knowledge: Intended Knowledge: Understanding that some substances (e.g. medicines, caffeine, alcohol,	qualifications are needed for different jobs? • What are the different pathways into careers (e.g. college, apprenticeships, university)? • How do people choose careers, and what influences their decisions? • How can I challenge stereotypes about the jobs people can do? Key Skills and Knowledge: Intended Knowledge: Understanding that there is a wide range of jobs and career pathways Recognising that people multiple jobs throughout their lives

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	of many different factors Recognising similarities and differences between people Knowing that identity includes personal qualities, interests, and experiences Understanding that identity can include aspects such as culture, family, beliefs, and gender Recognising what stereotypes are and how they can be inaccurate or harmful Understanding the importance of respect, inclusion, and individuality	financial decisions (e.g. needs, wants, advertising, peer influence) Knowing different ways to manage and keep track of money Understanding different payment methods (e.g. cash, cards, digital payments) Recognising what "value for money" means Understanding risks associated with money and its impact on emotions Intended Skills: Decision-making and financial reasoning	(e.g. cuts, burns, choking, allergic reactions) Recognising when an injury is serious and requires adult or emergency help Understanding the importance of staying calm in an emergency Knowing how to communicate clearly with adults or emergency services Intended Skills: Basic first aid awareness and response Decision-making in emergency situations Communication (clear, calm reporting)	(friends, family, online connections) Recognising how communication can take place in person and online Knowing how the internet and social media can be used positively Understanding risks in friendships, especially online Knowing what is safe and appropriate to share online Understanding consent in communication and sharing information/images	nicotine) can affect the body and mind Recognising the difference between legal and illegal drugs Knowing that some drugs are helpful when used correctly (e.g. medicines) Understanding why people may choose to use or avoid substances Recognising that habits can form and may be difficult to change Knowing that support is available for people with concerns about substance use	Knowing that some jobs are paid differently and some are voluntary Understanding the skills, qualifications, and training needed for different careers Recognising different routes into employment (e.g. college, apprenticeships, university) Understanding that career choices are influenced by interests, skills, and values Recognising that stereotypes can affect career choices and should be challenged

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	Intended Skills: Self-awareness and reflection Respecting diversity and differences Critical thinking (challenging stereotypes) Communication and discussion Empathy and inclusion Expressing personal identity confidently **Key Vocabulary:** Identity, individual, unique, similarity, difference, culture, belief, gender, stereotype, respect, equality, diversity **Resources:**	Budgeting and tracking money Evaluating choices (value for money) Understanding risks and consequences Communication and reflection Responsible money management **Key Vocabulary:** Money, spend, save, budget, value, cost, choice, pay, debit, credit, risk, earn, track **Resources:** Real or replica money (coins and notes) Budgeting worksheets or apps (simple formats)	Problem-solving and prioritising safety Recognising when to seek help from others **Key Vocabulary:** First aid, emergency, accident, injury, help, safe, danger, calm, ambulance, doctor, respond, treat **Resources:** First aid demonstration materials (bandages, wipes, dressings) Videos demonstrating basic first aid techniques	**Intended Skills:** Safe communication (online and offline) Recognising risks in relationships Decision-making about sharing information Understanding and giving consent Managing peer pressure Help-seeking and self-protection **Key Vocabulary:** Friendship, relationship, communicate, online, social media, safe, risk, consent, share, personal	**Intended Skills:** Decision-making and evaluating choices Risk awareness and understanding consequences Communication and discussing sensitive topics Recognising influence and peer pressure Help-seeking and accessing support Reflecting on personal health choices **Key Vocabulary:** Drugs, medicine, nicotine, alcohol, caffeine, health, habit, addiction,	**Intended Skills:** Self-reflection (interests, strengths, aspirations) Decision-making and goal-setting Communication and discussion Research and information gathering Critical thinking (challenging stereotypes) Planning for the future **Key Vocabulary:** Career, job, work, skills, qualifications, training, apprenticeship, university, college, salary, voluntary, aspiration, future, stereotypes

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	Identity and diversity visuals "All About Me" or identity templates Social stories about inclusion and diversity Videos exploring identity and stereotypes Case studies and discussion prompts Books representing diverse backgrounds and identities Equality and inclusion posters	Shopping scenarios with price lists Videos about saving, spending, and banking Case studies about financial decisions Bank statements or mock tracking sheets Visuals showing different payment methods Suggested Activities: Role Play Running a shop and making spending decisions Choosing between saving and spending	Scenario cards (minor vs serious injuries) Emergency services information (how to call for help) Social stories about accidents and emergencies Posters showing simple first aid steps Role-play props (phone, medical kits) Suggested Activities: Role Play Calling emergency services and explaining what has happened Helping someone with a minor injury	information, trust, pressure Resources: Online safety videos (CEOP, NSPCC, ThinkUKnow) Scenario cards (online and offline friendships) Social stories about communication and boundaries Consent visuals (asking/giving permission) Digital safety posters and guides Trusted adult/support network templates Example screenshots for safe vs unsafe	legal, illegal, risk, choice, support Resources: Health education videos (alcohol, smoking, vaping awareness) NHS or PSHE-approved guidance materials Scenario cards (peer pressure and choices) Infographics showing effects on the body Case studies about real-life decisions Support service information (e.g. NHS, FRANK, school safeguarding)	Resources: Careers videos and job profiles Role model case studies Career pathway charts (education routes) Job description cards Online career tools (e.g. skills quizzes) Local labour market information (simplified) Guest speakers or virtual career talks Suggested Activities: Role Play • Job interviews and workplace scenarios

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	Suggested Activities: **Role Play** Responding to unfair assumptions or stereotypes Showing respect for different beliefs and lifestyles Introducing yourself and sharing your identity **Scenario-Based Learning** "Someone makes an unfair assumption about a person—what can you do?" "People have different traditions—how do we show respect?" "You hear a stereotype—how	Using different payment methods (cash vs card) **Scenario-Based Learning** "You have £10—what will you spend or save?" "You want something expensive—how can you plan for it?" "You can buy something cheap or better quality—which do you choose?" "You lose your money—what happens next?" **Practical / Interactive Activities**	Asking an adult for help clearly and calmly **Scenario-Based Learning** "Someone falls and cuts their knee—what do you do?" "Someone is choking—what should happen next?" "A person hits their head—why is it important not to move them?" "There is an emergency—how do you get help quickly?" **Practical / Interactive Activities**	online behaviour (age-appropriate) **Suggested Activities:** **Role Play** Practising safe online communication Asking for permission before sharing photos Responding to uncomfortable situations in friendships **Scenario-Based Learning** "Someone online asks for personal information—what do you do?" "A friend wants to share your photo without asking—	Trusted adult support templates **Suggested Activities** **Role Play** Responding to peer pressure related to substances Asking for help or advice about worries Practising saying "no" confidently **Scenario-Based Learning** "Someone offers you something harmful—what do you do?" "You feel pressured to try something—how can you respond?"	• Acting out different careers • Discussing career choices with others **Scenario-Based Learning** • "You are interested in a job—what steps do you need to take?" • "You enjoy helping people—what careers could match your skills?" • "Someone says a job is 'not for you'—how can you respond?" • "You want to earn money and help others—what

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	can you challenge it?" "A classmate is different from you—how can you include them?" **Practical / Interactive Activities** Create an "Identity Map" (qualities, interests, background) Sorting activity: stereotype vs fact Diversity celebration activity (cultures, interests, skills) "What makes me unique" poster Class discussion: similarities and differences	Budgeting game (choose items within a limit) Value for money comparison (cheap vs quality items) Track spending over a week Needs vs wants sorting activity Create a savings goal plan Matching payment methods to scenarios **Distance Learning Activities** Online money and budgeting quizzes Create a digital spending plan	First aid demonstrations (cleaning and covering a wound) Sequencing steps for helping in an emergency Matching injuries to first aid responses Create a "What to Do in an Emergency" guide Practice giving clear information (name, location, emergency) **Distance Learning Activities** • Watch and follow guided first aid videos • Online safety and emergency	what should happen?" "Someone sends you a message that makes you uncomfortable—what next?" "A friend pressures you to do something—how do you respond?" **Practical / Interactive Activities** Sorting activity: safe vs unsafe to share online Create a "Safe Communication Rules" poster Online vs offline communication comparison task	"You are worried about someone else—what should you do?" "Something becomes a habit—how can support help?" **Practical / Interactive Activities** Sorting activity: helpful vs harmful substances Effects mapping (how substances affect body and mind) Decision-making activity (choices and consequences) Create a "Healthy Choices" poster	options do you have?" **Practical / Interactive Activities** • Create a "My Future Career" poster • Skills matching activity (skills → jobs) • Research a job and present findings • Career pathway mapping (routes to a job) • Stereotype challenge activity (jobs vs assumptions) • Aspirations timeline (now

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	Distance Learning Activities Create a digital "My Identity" profile or poster Online discussion about stereotypes and fairness Watch and reflect on videos about diversity Virtual presentation: "What makes me unique" Online quiz exploring identity and inclusion	Watch and reflect on videos about financial decisions Virtual scenario discussions Record a short presentation: "How I would use my money wisely"	response quizzes • Create a digital poster: "How to Help in an Emergency" • Record a short explanation of what to do in an emergency • Virtual scenario discussions: "What would you do?"	Consent activity (when to say yes/no) Mapping trusted people to talk to **Distance Learning Activities** Online safety quizzes and simulations Create a digital poster: "How to communicate safely online" Watch and discuss videos about online friendships Virtual discussions about peer pressure and safety Record a short video: "How I stay safe when	Peer pressure response strategies exercise **Distance Learning Activities** Online quizzes about substances and health Create a digital poster: "Making Healthy Choices" Watch and reflect on educational videos Virtual scenario discussions Record a presentation: "How to stay healthy and safe"	→ future goals) **Distance Learning Activities** • Online careers quizzes (skills and interests) • Create a digital presentation: "My Future Job" • Watch and reflect on career videos • Virtual discussions with guest speakers • Research task: explore a job using the internet

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				<u>communicating online"</u>		
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers: