



# BBG Academy Curriculum 2025 – 2026 Values

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

## Curriculum Intent Statement

Values education is taught through the tutor time curriculum which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, Values education also helps pupils to achieve their academic potential.

At key stage 4, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during KS3. Values education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

## Year 10

Term	Content	Sequencing	Assessment
Autumn 1	<p><b>Topic: Personal safety and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to manage challenges during adolescence</li> <li>• How to refrain from negative thinking</li> <li>• Signs of emotional or mental ill-health</li> <li>• The portrayal of mental health in the media</li> <li>• How to challenge stigma, stereotypes and misinformation</li> <li>• How to access support and treatment</li> </ul>	<p><b>Previous topics built on in this topic:</b>            Y7 Health and puberty            Y8 Emotional wellbeing            Y9 Healthy lifestyles</p> <p><b>Subject terminology:</b>            Adolescence            Stigma            Stereotype            Fixed mindset            Growth mindset</p>	<p><b>Consolidation/Summative assessment:</b>            End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>
Autumn 2	<p><b>Topic: Financial decision making</b></p> <ul style="list-style-type: none"> <li>• How to budget and evaluate saving options</li> <li>• The influence of targeted advertising</li> <li>• How thinking errors (gamblers fallacy) can increase susceptibility to gambling</li> <li>• Strategies to manage influences related to gambling</li> <li>• The relationship between gambling and debt</li> <li>• The law and illegal financial activities</li> <li>• How to manage risk in relation to financial activities</li> </ul>	<p><b>Previous topics built on in this topic:</b>            Y8 emotional wellbeing            Y9 Peer influence            Y9 Setting goals</p> <p><b>Subject terminology:</b>            Debt            Gambling            Gamblers fallacy            Scams            Budget</p>	<p><b>Consolidation/Summative assessment:</b>            End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>

<p><b>Spring 1</b></p>	<p><b>Topic: Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• Relationship values and the role of pleasure</li> <li>• Assumptions, misconceptions and social norms about sex, gender and relationships</li> <li>• Opportunities and risks of forming and conducting relationships online</li> <li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</li> <li>• Ethical and legal implications in relation to consent including manipulation, coercion and the capacity to consent</li> <li>• How to recognise and challenge victim blaming</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Y7 building relationships Y8 identity and relationships Y9 intimate relationships</p> <p><b>Subject terminology:</b></p> <p>Gender Biological sex Pornography Consent Manipulation Coercion Victim blaming Relationships</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>
<p><b>Spring 2</b></p>	<p><b>Topic: Exploring influence</b></p> <ul style="list-style-type: none"> <li>• Evaluating the influence of role models for themselves and peers</li> <li>• The medias impact on perception of gang culture</li> <li>• The impact of drugs and alcohol on individuals, personal safety, families and the wider community</li> <li>• How to manage peer influence in response to substances, gangs and crime</li> <li>• Exit strategies for pressurised or dangerous situations</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Y8 drugs and alcohol Y9 peer influence, substance use and gangs</p> <p><b>Subject terminology:</b></p> <p>Role models Peers Pressurised situations Peer influence</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>
<p><b>Summer 1</b></p>	<p><b>Topic: addressing extremism and radicalisation</b></p> <ul style="list-style-type: none"> <li>• How social media distorts, mis-represents or targets information in order to influence beliefs and opinions</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> <p>Y7 diversity</p>	<p><b>Consolidation/Summative assessment:</b></p>

	<ul style="list-style-type: none"><li>• How to manage conflicting views and misleading information</li></ul>	Y8 discrimination Y9 Peer influence  <b>Subject terminology:</b> Extremism Radicalisation Media Fake news	End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario
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## Year 11

Term	Content	Sequencing	Assessment
<p>Summer 2</p>	<p><b>Topic: <u>Self-efficacy and stress management</u></b></p> <ul style="list-style-type: none"> <li>• How can we approach new situations</li> <li>• How to manage the judgement of others and challenge stereotypes</li> <li>• How to balance ambition and unrealistic expectations</li> <li>• Developing self-efficacy including motivation, perseverance and resilience</li> <li>• How to manage a healthy self-concept</li> <li>• The nature and cause of stress</li> <li>• Stress management strategies</li> </ul>	<p><b>Previous topics built on in this topic:</b>            Y7 building relationships            Y7 diversity            Y8 emotional wellbeing            Y8 discrimination            Y9 healthy lifestyle            Y10 personal safety and wellbeing</p> <p><b>Subject terminology:</b>            Self-efficacy            Self-concept            Stress            Perseverance            stereotypes</p>	<p><b>Consolidation/Summative assessment:</b>            End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>
<p>Autumn 1</p>	<p><b>Topic: <u>Next steps</u></b></p> <ul style="list-style-type: none"> <li>• How to use feedback constructively when planning for the future</li> <li>• How to set and achieve GROW targets</li> <li>• Effective revision techniques and strategies</li> <li>• Post-16 options and career pathways</li> <li>• Application processes including writing CVs, personal statements and interview techniques</li> <li>• How to maximise employability, including managing online presence and taking opportunities to broaden experiences</li> </ul>	<p><b>Previous topics built on in this topic:</b>            Y7 developing skills and aspirations            Y8 community and careers            Y9 setting goals            Y10 financial decision making</p> <p><b>Subject terminology:</b></p>	<p><b>Consolidation/Summative assessment:</b>            End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario</p>

	<ul style="list-style-type: none"> <li>Rights, responsibilities and challenges in relation to working part time whilst studying</li> </ul>	Constructive feedback Apprenticeships A-Levels University Personal statement employability	
Autumn 2	<p><b>Topic: <u>Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>Gender identity, gender expression and sexual orientation</li> <li>How to communicate assertively, wants and needs in a variety of relationships</li> <li>How to handle unwanted attention, including online</li> <li>Various forms of relationship abuse</li> <li>About unhealthy, exploitative and abusive relationships and behaviours including stalking</li> <li>How to access support in abusive relationships and how to overcome challenges in seeking support</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> Y7 building relationships Y7 diversity Y8 discrimination Y8 identity and relationships Y9 respectful relationships Y9 intimate relationships Y10 healthy relationships	<p><b>Consolidation/Summative assessment:</b></p> End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario
Spring 1	<p><b>Topic: <u>Independence</u></b></p> <ul style="list-style-type: none"> <li>How to assess emergency and non-emergency situations and contact appropriate services</li> <li>Vaccinations and immunisations</li> <li>The links between lifestyle and some cancers</li> <li>Blood, organ and stem cell donation</li> </ul>	<p><b>Previous topics built on in this topic:</b></p> Y7 transition and safety	<p><b>Consolidation/Summative assessment:</b></p> End of unit multiple choice knowledge recall questions and short answer questions relating to a scenario



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	<ul style="list-style-type: none"><li>• How to manage influences and risks relating to cosmetic and aesthetic body alterations</li></ul>	Cosmetic surgery Life-threatening	
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