THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

Year Group	Unit	Unit of Work	Assessment Content
7	1	***Year 7:Celebrating Diversity & Equality: Managing Change*** Moving to a new school (or transitioning from primary to secondary school) is an exciting but challenging milestone. This topic focuses on equipping students with emotional resilience and practical strategies to handle change. It also introduces students to the 4 Fundamental British Values of Democracy, rule of Law, tolerance and Individual Liberty **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP1:** Know how to manage the challenges of moving to a new school • **EP2:** To be able to review your own strengths, interests, skills, qualities and values and know how to develop them • **EP3:**To know what being a member of a community involves • **EP4:**Know about Fundamental British Values and how they impact on society • **EP5:**Know why volunteering is important in communities *UNCRC: Article 15*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	2	***Careers Education - Developing skills and aspirations*** This topic is designed to help students navigate the rapidly changing landscape of work, understanding how technology (specifically AI) is reshaping industries. It explores the practical skills employers seek, helps students map out potential career paths, and emphasises the importance of creating fair, inclusive, and respectful workplace environments. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP6:**Know how Generative AI works and how it is used in education and employment • **EP7:**Know the skills and attributes that employers value • **EP8:**Know about different work roles and career pathways, including clarifying their own early aspirations • **EP9**:Know about the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination *Skills Builder - Listening, Speaking, Problem Solving, Leadership Adaptability, Creativity, Planning, Leadership*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

	3	***Healthy Bodies & Emotional Wellbeing - Growing Up*** This topic helps students handle the physical and emotional changes of growing up. It covers the basics of puberty, managing periods, using hygiene products, and taking care of personal cleanliness. Students also learn about the laws and risks surrounding female genital mutilation (FGM) and how to get help safely. Finally, it teaches young people to take responsibility for their own health and gives them the right words to express their feelings clearly.. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP10:** Know about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up ● **EP11**:Know how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health ● **EP12:T**o understand the facts, laws, risks and harms associated with female genital mutilation (FGM) and how to safely access support ● **EP13**:Know how to take increased responsibility for all aspects of health, including maintaining personal hygiene ● **EP14**:Know how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary *UNCRC:Article 6, 19, 24, 34*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	4	***Relationships and Sex Education - Friendship & Respect*** This topic explores the complexities of modern relationships, bridging the gap between face-to-face interactions and the digital world. It is designed to help students distinguish between healthy and unhealthy relationship behaviours and grasp the fundamental importance of consent. It also provides practical strategies for handling bullying and social pressure, ensuring students feel empowered to seek help. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP15:** To be able to communicate and recognise consent ● **EP16:** Know about different types of relationships and the features of positive, healthy relationships including how to recognise when they are being treated with respect by others ● **EP17**: To know that people have different values and perspectives, and how to manage differences constructively and respectfully ● **EP18**: Be able to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not. ● **EP19:** Be able to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

		targeted or witnessing others being bullied *UNCRC: Article 13,17,19, 24, 34*	
	5	***Money,Media and Modern Society: Introduction to Finance*** This topic equips students with essential financial literacy skills, enabling them to make sound choices regarding spending, saving, and budgeting. It explores the psychological and social pressures surrounding money—such as advertising and peer influence—and introduces the concept of inflation. Furthermore, the topic explicitly links mathematical skills to real-world employability, highlighting career pathways where these skills are vital. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP20**: Know how to make sound financial choices ● **EP21**: Know how to manage savings, spending and budgeting ● **EP22**: Know about the routes carers and employability skills that use Maths ● **EP23**:Know about the social and moral influences about the use of money, including the influence of advertising and inflation on financial decisions ● **EP24**: Know why we pay tax and how this money is used	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	6	***Year 7: Modern Dangers: Staying Safe, Online & Offline*** This unit equips students with the practical knowledge, critical thinking, and decision-making skills needed to protect themselves and others—both online and in the physical world—as they grow older and take on more personal responsibility. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP25:** To know about rights, responsibilities and opportunities online, including on social media. ● **EP26**: To be able to recognise some behaviours online which could bring harm to ourselves or others. ● **EP27**: To have the skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads and water (including the water safety code) ● **EP28**: To be able to take increased responsibility of all aspects of health and preventing sun damage ● **EP29:** To be able to respond to common minor ailments caused by overexposure to the sun UNCRC: Article 13,16, 24	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

Year Group	Unit	Unit of Work	Assessment Content
8	1	**Celebrating Diversity & Equality - Rights & Responsibilities** This topic teaches students how Parliament works, why laws exist, and how new rules are made and enforced by the justice system. Learners explore how people throughout history fought for equal rights to change unfair laws. It also addresses the harmful effects of stereotyping, prejudice, and discrimination, helping young people treat others fairly and grow into respectful, active citizens. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP1:**To know the make up of parliament and the main roles it performs • **EP2**:To Know about the different ways in which rights have been fought for and how laws have been changed in the past • **EP3:** Know about the role of law and the justice system in our society and how laws are shaped and enforced. • **EP4:** To know why laws are needed in society and understand the process of how a bill passes through Parliament • **EP5:** Know the impact of stereotyping, prejudice and discrimination on individuals and relationships *UNCRC: Article 37,40,41,42*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	2	**Careers Education - Pathways to success** This topic helps students prepare for the world of work by exploring different pathways, like college, apprenticeships, and job training. Learners discover various careers and ways to work—such as regular jobs, starting a business, or volunteering. They also learn what influences career choices and how to build key skills that will help them succeed throughout school and their future careers. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP6:** Know about routes into work, training and other vocational and academic opportunities, and progression routes • **EP7:** To know about the labour market, local, national and international employment opportunities • **EP8:** To know about different work roles, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person's type of employment • **EP9**:Be able to identify transferable skills and qualities that will benefit someone throughout their education and career; *Skills Builder - Listening, Speaking, Problem Solving, Leadership Adaptability, Creativity, Planning, Leadership*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

	3	**Healthy Bodies & Emotional Wellbeing - Looking after yourself** This topic teaches students simple ways to look after their physical and mental health. It covers healthy eating, taking care of teeth, and getting better sleep during their teenage years. Students learn how to avoid getting sick, why vaccines are important, and how kindness and good relationships boost happiness. Finally, it shows them how to find reliable health advice and confidently use medical services when they need help. Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit? ● **EP10:** Know about nutrition and the role of a balanced diet as part of a healthy lifestyle ● **EP11**:Know the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes ● **EP12**:To know the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep ● **EP13:** To know about the treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society ● **EP14:** To know how healthy relationships and kindness can contribute to belonging, happiness and wellbeing. ● **EP15:** To know where to find reliable health information including the different health services available;how, when and why to access them *UNCRC: Article 24*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	4	**Relationships, Sex, Health Education - Ourselves and others** This topic helps young people navigate growing up and build healthy relationships both online and offline. Students learn how consent works—how to ask for it, give it, say no, or change their mind at any time. It guides them through difficult life changes like breakups and parental divorce, while teaching them how to spot dangerous behaviors like grooming or controlling relationships and safely get help. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP16:**To know about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up ● **EP17:To** know that ethical behaviours in relationships include care, attention & respect for the other person whether that be online or offline ● **EP19**:Know how to seek, give, not give and withdraw consent (in all contexts, including online) ● **EP20:**To know how to distinguish between crushes, romantic gestures and obsessive fixation on others ● **EP21:** To know how to respond to changes in relationships including break ups, divorce and new types of family dynamics *UNCRC: Article 6,9, 34*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

	5	**Money, Media and online life - Digital World** This topic helps young people stay safe online and make smart choices with their money. It explores how social media brings people together, while reminding students that online posts rarely show real life. Learners find out how to protect their digital footprint, handle financial risks, and spot harmful behaviors like grooming or controlling relationships so they can safely get help. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP22:** To recognise and know about the characteristics of exploitative behaviours including grooming and coercive control and how to seek support ● **EP23:** To know the role that social media plays in connecting people, sharing experience and finding community ● **EP24**: To know that what people share online about their lives not always reflect their reality with regards to relationships and physical appearance ● **EP25:** To be able to assess and manage risk in relation to your digital footprint ● **EP26:** To know how to assess and manage risk in relation to financial decisions that young people may make *UNCRC: Article 13, 17*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	6	**Modern Dangers: Drug Education & First Aid** This topic teaches young people about the health risks and laws surrounding alcohol, smoking, vaping, and illegal drugs. Students learn about the short and long-term effects of substances, how to resist social pressure around drinking, and the benefits of quitting smoking. It also covers the dangers of vaping for non-smokers—including illegal vapes containing harmful drugs. Finally, the topic equips young people with practical skills to stay safe and respond effectively in emergency situations. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP27**:To know about legal and illegal substances, including short and long term effects on health ● **EP28:**To know about the influences , attitudes, social norms about alcohol, including the harm and law related to alcohol sale and consumption ● **EP29:** To know about the physical harms of smoking tobacco and the physical and mental health benefits of quitting ● **EP30:** To know the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs. ● **EP31:** To know how to respond in a range of emergency situations *UNCRC: Article: 24,33*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

Year Group	Unit	Unit of Work	Assessment Content
9	1	**Celebrating Diversity & Equality - Belonging** This topic empowers students to navigate the complexities of modern society as informed, safe, and active citizens. By exploring the intersections of law, governance, identity, and personal safety, students learn how communities are built, governed, and protected from divisive influences.. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP1:** Know that a tolerant community requires building mutual respect and understanding of others' beliefs, perspectives and cultures • **EP2**: Know about everyone's right to be treated with respect and how the Equality Act applies in different contexts • **EP3:** Know the differences between local, regional and national governance • **EP4:** Know how people can be drawn into extremist narratives or communities off line or online and where to go for support for themselves and others • **EP5:** To know about safe and appropriate ways to challenge misogynistic ideas both on and offline UNCRC: Article 2, 4, 15	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	2	**Money, Media and Modern Society - Managing online harm** Moving beyond basic "online-safety," this topic pulls back the curtain on the invisible frameworks governing the internet: big data, artificial intelligence, and the psychological engineering behind online scams and virtual gambling. Furthermore, it addresses the legal and emotional realities of digital relationships, sexting, and image-based abuse. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP6:** To know how information and data is generated, collected, shared and used online • **EP7**: To know how to recognise online scams to extort money or information in different contexts • **EP8:** To know how generative AI works and is used; the ethical considerations related to generative AI. • **EP9:** To know the laws, protections and consequences related to nude, intimate or sexual image sharing • **EP10:** To know the risks around online gambling *UNCRC Article 16,17*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	3	**Careers Education - Employability Skills** This topic shifts the focus to preparation for post 16 study and beyond. It is designed to equip students with the essential skills and qualities required for enterprise and employment. It ensures students understand their legal rights and responsibilities as young workers, explores the different routes into training and work (academic and vocational), and helps them navigate the complexities of the local and national labour market.	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's

		Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit? ● **E11**: To be able to develop transferable skills and qualities that will benefit someone throughout their education and career ● **EP12**:To know how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; ● **EP13**:To know that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities ● **EP14:** To know about the factors, including employment rights that can contribute to a positive work environment *UNCRC: Article 32* *Skills Builder - Listening, Speaking, Problem Solving, Leadership Adaptability, Creativity, Planning, Leadership*	completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	4	**Health & Wellbeing: Lifestyle choices** This topic focuses on how to support young people to understand and care for their mental health during adolescence. Students explore how life experiences shape brain development and learn what influences their overall wellbeing. It teaches practical self-regulation and problem-solving tools to manage anxiety and strong emotions, showing how staying active in enjoyable hobbies can boost mood over time. Finally, students learn to spot warning signs of mental health struggles and know how to access professional health services for support. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP15:**To know about the factors that affect wellbeing in adolescence ● **EP16:** Know how to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time ● **EP17: To** Know how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings ● **EP18:** I can recognise warning signs of emotional and mental health difficulties ● **EP19:** Know how to access health services when appropriate ● **EP20:** Know how life experiences can affect brain development	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

	5	**Relationships & Sex Education - Sex, the Law & Consent** This topic teaches students about consent, sexual health, and realistic relationships. It explains how to seek, give, refuse, or withdraw consent both online and in person. Students learn about different types of contraception, the risks of unprotected sex, and how sexually transmitted infections (STIs) are prevented and treated. This topic also contains a condom demonstration lesson. Finally, it explores how online and media portrayals of sex can shape expectations and attitudes in real life. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP21**:Know how to seek, give, not give and withdraw consent (in all contexts, including online) ● **EP22:** Know about the purpose and efficacy of different forms of contraceptives and where to seek contraception advice ● **EP23**: Know the risks related to unprotected sex ● **EP24:**To be aware of some different types of sexually transmitted infections, how they are spread and how they can be prevented and treated ● **EP25:** To know how the portrayal of relationships and sex in the media and online can influence relationship expectations and attitudes UNCRC: *Article 17, 34*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	6	**Modern Dangers:Drug Education & Influential behaviours** This topic teaches young people about the laws and health risks around drugs, alcohol, and gambling, focusing on how they affect both physical and mental wellbeing. It helps students spot the warning signs of criminal exploitation—such as county lines, gangs, and knife crime—and challenges common myths about carrying weapons. Finally, students learn practical skills to resist peer pressure, calm down heated arguments, and safely get out of dangerous situations. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP26:T**o know the law relating to supply, possession and misuse of legal and illegal substances ● **EP27**: to know about legal and illegal substances including the short and long term health risks associated with their use. ● **EP27:** To know the impact of risk taking behaviour such as gambling, alcohol and drug use on mental health and wellbeing ● **EP28:** To know how to recognise signs that you or others may be being drawn into criminal behaviour (county lines, knife crime, gangs) ● **EP29:** Know the motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon ● **EP30:**To be able to use skills to de-escalate arguments and reduce conflict and how to use strategies to exit situations that have become dangerous *UNCRC: Article 33,36*	**How will you assess students' progress against these end-points?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

Year Group	Unit	Unit of Work	Assessment Content
10	1	**Health & Wellbeing: Healthy Mind, Healthy Body** This topic helps young people understand how mental health naturally changes over time and why getting help early prevents harmful coping habits. It breaks down common struggles like stress and anxiety, teaches how to handle tough life changes and grief, shares simple tools to boost daily wellbeing, and builds life-saving confidence through basic emergency First Aid. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP1:** To know how mental health and wellbeing can change throughout life • **EP2:** Understand the causes and triggers for unhealthy coping strategies and the need to seek help for themselves or others as soon as possible • **EP3**:To know the nature and prevalence of mental health difficulties that commonly affect young people • **EP4:**To know how change and separation can affect relationships and how to deal with complex emotions such as grief and loss • **EP5:**To be able to evaluate a range of cognitive and practical strategies to promote wellbeing • **EP6:** To know about the impact of sleep on brain function and wellbeing *UNCRC: Article 13, 17,24*	***How will you assess students' progress this term?*** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	2	**Money, Media and Modern Society - Financial Literacy** This topic focuses on advanced financial literacy and employment awareness. It is designed to equip students with the skills to make effective financial decisions and what to consider before taking on major financial commitments—like renting or buying a house and borrowing money—plus how to pay off debt safely. Finally, it guides students towards career decisions by exploring contract types, pay slips, and workplace trade-offs. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP7:** To know the factors to consider before taking on debt and ways of managing debt • **EP8**: To recognise and manage a range of influences on your financial decisions • **EP9**: To know how to manage online habits including gambling and when online activity can have both positive and negative effects on wellbeing • **EP10:** To know how a range of factors might influence career decisions (e.g contact types, salary, risks & rewards)	***How will you assess students' progress this term?*** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	3	**Citizenship : Fundamental British Values & Human Rights** This topic focuses on the core principles that underpin society in the UK and the wider world. It helps young people tackle toxic behavior, navigate online information, and understand how laws and democracy work. It teaches students how to spot and safely	***How will you assess students' progress this term?***

		stand up to bullying, harassment, and abuse both online and in person. It also explains how harmful ideas—like misogyny and fake news—spread through online groups, showing where to find support and report dangerous content. Beyond the digital world, it breaks down the UK legal system so students see how laws solve everyday problems. Finally, it explores different voting systems and gives young people practical ways to make their voices heard in local and national politics. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP11:** To recognise and challenge bullying, harassment or abusive behaviour in a range of contexts including online ● **EP12:** To know how false or harmful narratives promoted by some online communities can distort understanding and cause harm ● **EP13:** To know how harmful narratives can spread online including misogynistic views and where to seek advice and support for inappropriate online content ● **EP14:** To know how about the legal system in the UK, different sources of law and how the law helps society deal with complex problems ● **EP15:** To know the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond *UNCRC: Article 12,13,17*	Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	4	**Relationship & Sex Education - Maturing Relationships, Sexual Health & Fertility** This topic teaches young people how to build healthy relationships based on respect and clear consent. It explains how to find reliable medical advice, choose the right contraception, and protect against STIs through regular testing. Learners also explore how fertility changes over time due to age, lifestyle, and health factors. Finally, it covers the three main options for an unplanned pregnancy—parenting, adoption, and abortion—so students know where to get safe, confidential support. *Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?* ● **EP16:** To know the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent ● **EP17:** To know where to find medically accurate information about contraception & sexual health ● **EP18:** To know how to choose and access appropriate contraception ● **EP19**: To know about STIs and their prevalence, the symptoms, transmission and importance of testing ● **EP20:**To Know that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors ● **EP21:**To know the options available in the event of an unintended pregnancy	***How will you assess students' progress this term?*** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

		UNCRC: Article 24,17	
	5	**Careers Education - Post 16 & World of work** This topic focuses on the transition from education to the professional world. It is designed to help students understand the full range of opportunities available to them—from training to employment—and how to access the right advice to make informed choices. It guides students in developing a strong career identity, mastering the application process, and understanding the fundamental rights and responsibilities that govern the employer-employee relationship.Students will have the opportunity to take part in Work experience week and Year 10 College Taster days **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP22**: Have a clear understanding of the learning pathways and qualifications that you will need to pursue their career goals. ● **EP23**: Know about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities ● **EP24**: Know the expectations, behaviours, and cultures of a range of workplaces. ● **EP25:** Know about the different rights and responsibilities of the employer/employee ● **EP26**: Understand how recruitment and selection processes work (including interviews and assessment centres) and what you need to do to succeed in them. Skills Builder - Listening, Speaking, Problem Solving, Leadership Adaptability, Creativity, Planning, Leadership	***How will you assess students' progress this term?*** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	6	**Modern Dangers - Navigating Risk, Boundaries, and Personal Safety** This topic helps students stay safe, make informed choices, and understand the law. It covers how drug and alcohol misuse impacts personal safety, families, and local communities, while explaining the legal consequences of violence and buying weapons online. Students will also learn to recognize sexual harassment, understand how to report it, and examine how pornography distorts healthy views of sex and promotes harmful behavior. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** ● **EP27:** Know about the impact of drugs and alcohol on individuals, personal safety, families and wider communities ● **EP28:** To know how pornography can misrepresent healthy sexual intimacy and how it can normalise harmful sexual behaviours ● **EP29**: To know the law relating to weapons and violence, including purchasing or supplying weapons online. ● **EP30:** To know what behaviours constitute sexual harassment and the legall protections and processes involved in reporting	***How will you assess students' progress this term?*** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz

THE Eastbourne ACADEMY

Curriculum End Points Subject:SPHERE

Year Group	Unit	Unit of Work	Assessment Content
11	1	**Health & Wellbeing - Adult Health** This topic focuses beyond basic hygiene to cover critical medical choices and proactive health monitoring. It explores the life-saving impact of blood, organ, and stem cell donation on society. It equips students with the knowledge to perform essential self-examinations for cancer prevention and understand screening processes. Finally, it addresses the specific risks associated with body modifications and aesthetic procedures, ensuring students can make informed, safe decisions about their bodies **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP1:**Know the purpose of blood, organ and stem cell donation for individuals and society • **EP2:**Know how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination • **EP3**:Know how manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds • **EP4:** Know how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions • **EP5:** Know how to assess and manage the risk of associated with cosmetic and aesthetic procedures • **EP6:**To be able to respond more confidently in emergencies by revisiting and embedding First Aid and life saving skills *UNCRC*: *Article 24*	**How will you assess students' progress this term?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	2	**Careers Education - Post 16 & World of work** This topic focuses on the evolving professional identity of students as they prepare for the world of work. It is designed to help students track how their personal strengths, interests, and skills change over time and how these attributes directly link to future employability. The topic encourages students to challenge limiting stereotypes about certain career paths, maintain high aspirations, and navigate the various educational and vocational routes available. Finally, it ensures students know how to access professional guidance to make informed decisions about their next steps. During these sessions students will complete their post 16 application. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP7:** Know how their strengths, interests, skills and qualities are changing and how these relate to future	**How will you assess students' progress this term?** Completion of post 16 application

		career choices and employability • **EP8:** Know about the range of opportunities available to them for career progression, including in education, training and employment • **EP9:** Be able to challenge stereotypes about particular career pathways,maintain high aspirations for their future and embrace new opportunities • **EP10:** Know about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities Skills Builder - Listening, Speaking, Problem Solving, Leadership, Adaptability, Creativity, Planning, Leadership	
	3	**Modern Dangers: Balance of power** This topic focuses on navigating the complexities of modern relationships.It is designed to help students recognise and resist manipulation, persuasion, or coercion, while developing the emotional intelligence to manage the intense feelings associated with various stages of relationships. It also covers the legal and ethical boundaries of online interactions and addresses serious issues such as "honour"-based and domestic violence. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP11**: To know the illegality, unacceptability and harms of so called honour-based abuse (Forced marriage, FGM, Virginity testing) • **EP12:** The law relating to violent or threatening behaviour, coercive control, emotional, sexual economic or physical abuse in relationships (inc Domestic abuse) • **EP13:** To know the ethical, legal and social implications of AI generated sexual abuse and deepfake material • **EP14:** To recognise when attention or behaviours are unwanted, fixated or obsessive • **EP15:** To know about personal safety strategies when online, with regards to meeting new people and online dating *UNCRC*: *Article 11, 19, 22 24, 34*	**How will you assess students' progress this term?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz
	4	**Relationships and Sex Education - Families & Parenthood** This topic explores long-term relationships, family planning, and reproductive health options. Students learn about the legal rights and protections surrounding different types of committed relationships, as well as the key responsibilities, joys, and challenges of parenthood. Additionally, it addresses how lifestyle choices affect pregnancy—including sensitive topics like miscarriage and pregnancy loss—and guides students on how to access impartial, medically, and legally accurate information regarding abortion and adoption. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP16:** To know about the nature, legal status, rights and protections of different types of committed relationships	**How will you assess students' progress this term?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking

		• **EP17:** To know the qualities, responsibilities, joys and challenges of parenthood • **EP18:** To know how lifestyle choices can affect pregnancy inc Miscarriage and pregnancy loss • **EP19:** To know how to access impartial, medically and legally accurate information about Abortion and Adoption *UNCRC: Article 20, 21, 24*	End of Topic Keyword Knowledge check quiz
	5	**Money, Media and Modern Society - Life beyond school** This topic prepares students for independent living by building practical financial skills, housing awareness, and personal safety strategies. Learners explore how personal values shape financial choices, master budgeting across different circumstances, and understand the benefits of saving. Additionally, it covers UK housing options and the legal protections available to renters, while equipping students to identify risks and manage their safety in unfamiliar settings like festivals or international travel. **Key End-points: What will the students know (declarative knowledge) or be able to do (procedural knowledge) by the end of the unit?** • **EP20:** To know how personal values and attitudes can affect financial decisions • **EP21**: To know how to budget effectively for different circumstances; the benefit of saving • **EP22:**To know what housing options are available in the UK and how renters are protected by the law. • **EP23:**To know ways to identify risk and manage personal safety in new environments (Travelling abroad, Festivals)	**How will you assess students' progress this term?** Student Confidence checker in line with the LO's completed at the beginning and end of each lesson Teacher question and feedback to check students' understanding Mini whiteboards Know it Show it tasks with self/peer marking End of Topic Keyword Knowledge check quiz