

# Pol-Ed Lesson Overview - Secondary

**In 2025, Pol-Ed are expanding our lesson offering across all Key Stages.**

**This document highlights which areas we are developing and the resources that already exist and will remain in place.**

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## Key Stage 3 Overview

KS3 builds on from KS2 in the following ways:

**Relationships:** The thread of healthy relationships continues with a focus on conflict resolution, romantic relationships and dealing with unexpected and challenging relationship encounters.

**Keeping Safe:** The thread of keeping safe in new places including online (in line with increased maturity) continues with a focus on exploitation and scams.

**Understanding the Law:** The thread of equality law and laws relating to the digital world continue, with a focus on targeted crime activity.

**Well-being:** The thread of emotions, sense of self and coping continue, with a focus on the factors that impact well-being, including stigma.

## Key Stage 4 Overview

KS4 builds on from KS3 in the following ways:

**Relationships:** The thread of respect and abuse in relationships continues with a focus on romantic relationships and sex.

**Keeping Safe:** The thread of keeping safe whilst out and about as a result of increasing independence continues with a focus on potential conflict situations and risk associated with money.

**Understanding the Law:** The thread of equality law continues, with a focus on the PREVENT duty and balancing freedom with the law. Students also explore sentencing and laws that could impact them as a result of increasing maturity.

**Well-being:** The thread of sense of self and coping continue, with a focus on the factors that can impact well-being during KS4.

## Key Stage 5 Overview

KS5 builds on from KS4 in the following ways:

**Relationships:** The thread of healthy and respectful relationships continues both in relation to romantic relationships and relationships with self.

**Keeping Safe:** The thread of keeping safe with new and increasing independence continues with an additional focus on how to access services and self-manage personal safety.

**Understanding the Law:** The thread law relating to increased maturity continues, with a focus on how laws can both impact and protect features of adult life.

**Well-being:** The thread of sense of self and coping continue, with a focus on accessing support, responsibility and evidencing strengths ready for employment.

# Key Stage 3 Pol-Ed Lessons

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## Year 7

The year 7 lessons focus on student's increasing maturity and independence as well as ensuring they have the skills needed to successfully navigate secondary school in a responsible manner.

**Relationships:** Exploring new relationships, in particular friendships and how to cope when these break down or become difficult to manage.

**Keeping Safe:** Emphasising the new experiences students may be exposed to in secondary school and ensuring these can be navigated safely, including how to report concerns in their new environment.

**Understanding the Law:** Exploring the law in relationship to themselves as citizens, including the age of responsibility and how it can feel to witness crime. Equality law is emphasised to ensure students understand their legal responsibilities within their new environment.

**Well-being:** Students develop their emotional literacy by exploring different emotions and their strengths and weaknesses. Increasing maturity in relation to health influences and health choices is also considered.

Relationships	Keeping Safe	Understanding the Law	Well-being
Is this banter or bullying? *	How do we balance independence and risk? *	What is the age of criminal responsibility? *	What range of emotions are there?
What is child on child abuse? *	How can we be responsible road users? *	What are protected characteristics? *	What are my strengths?
How do I deal with conflict?	What is an addiction? *	What is hate crime? *	What are my areas to develop?
How can we deal with relationships breaking down?	What is vaping all about? *	What is racism?	What influences my health choices?
Why is trust important?	How do I report a concern? *	What is homophobia?	
		How can it feel to witness a crime?	

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## Year 8

The year 8 lessons begin to explore more mature themes in relation to topics such as social media and drugs and alcohol. Increasing maturity and independence continues to feature as student's move up through this key stage.

**Relationships:** Social media responsibility is examined from a secondary context before students move on to explore what unexpected situations new relationships could lead to and how these can be responsibly and safely navigated.

**Keeping Safe:** In alignment with the relationship topic area, students continue to explore drugs and build upon their year 7 content by exploring lockdowns in a secondary context. As students become more independent at home, neglect is explored. In alignment with the relationship topic area, students explore safety risks in relation to social media.

**Understanding the Law:** In alignment with the relationships and keeping safe topic areas, students explore the law in relation to drugs and crimes that could be committed via social media. With increasing independent travel, students also examine the law in relation to E-Rides.

**Well-being:** In alignment with previous topic areas, students explore how external factors explore how things viewed online, and drugs and alcohol can impact well-being. Students also consider anxiety and depression in the wider context of mental health and well-being.

Relationships	Keeping Safe	Understanding the Law	Well-being
Are we responsible with social media? *	What do we need to do in the event of a lockdown?	What does the law say about the possession of drugs?	How can viewing violent content make us feel?
How do I deal with unplanned encounters?	How can I take legal drugs safely?	What is stop and search? *	How does social media make me feel?
How can I deal with my friends using drugs and alcohol?	What is neglect?	What are E-Rides? *	How can drugs and alcohol impact the way we feel?
What are red flag in relationships (friendship & romantic)?	What are deep fakes?	What is phishing and hacking?	What is anxiety?
	What are my algorithms?	What's an online scam?	What is depression?
		What's a money mule?	

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## Year 9

The year 9 lessons continue to explore mature themes and build upon year 7 and 8 content. There is a clear focus on sex and romantic relationships, exploitation in relation to gang and criminal activity and dealing with setbacks.

**Relationships:** Sex and romantic relationships are explored in relation to consent, exploitation and media. Alongside this, sexism is examined to further promote healthy and responsible relationships.

**Keeping Safe:** In alignment with the relationship topic, students explore exploitation but in relation to gangs and criminal activity. Year 8 content is built upon with students continuing to learn about how they can protect themselves against online risks.

**Understanding the Law:** In alignment with the previous topic areas, gang and criminal behaviour is examined in relation to the law, as well as the law relating to contraception (sex and romantic relationships).

**Well-being:** As students come to the end of KS3 and are making key decisions about KS4, expectations and setbacks are explored as well as how these can be dealt with in a healthy way. Year 8 content is built upon by exploring mental health stigma.

Relationships	Keeping Safe	Understanding the Law	Well-being
What is consent in a relationship? *	What is child criminal exploitation? *	What do we mean by intimidation? *	What is expected of me?
What is sexism? *	What makes a gang a gang? *	What is anti-social behaviour? *	How do I deal with setbacks?
What is child sexual exploitation? *	What are the links between gaming and grooming?	What is the impact of mugging?	What are my coping strategies?
What's the issue with nudes? *	What are microtransactions (gaming)?	What are county lines?	What is self-harm?
How does the media portray sex and relationships?	What is catfishing?	Can I legally get contraception?	What is mental health stigma?

# Key Stage 4 Pol-Ed Lessons

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## Year 10

The year 10 lessons focus on student's awareness of self and their responsibility across a range of settings. New mature themes are also introduced in recognition of increased independence both in terms of socialization and freedom of thought and decision making.

**Relationships:** Students explore their relationship values, setting the scene for the more mature KS4 topics, before moving on to explore toxic relationships and different types of abuse.

**Keeping Safe:** Emphasis on keeping safe when out on the streets, including dealing with the consequences of serious conflict from an emotional, physical and legal aspect.

**Understanding the Law:** Emphasis on the law in relation to extreme views and expressing these. Students build on from previous equality law sessions and explore content that falls under the PREVENT duty in more detail.

**Well-being:** Students consider how to recognize when things are not going well in relation to well-being and consider what they can do to manage this. Setting the scene from year 11, students also explore time management and assertiveness.

Relationships	Keeping Safe	Understanding the Law	Well-being
What are my relationship values?	How can we approach new situations? *	What is extremism? *	What are my well-being warning signs?
What is emotional abuse? *	How can we be street savvy? *	What is radicalisation? *	How can I take responsibility for my health?
What is incel culture? *	Why is fighting not the answer? *	Is it OK to protest? *	How can I manage my time effectively?
What is toxic culture? *	What are the risks of carrying a knife? *	What are public order offences? *	How can I demonstrate assertiveness?
What is image based sexual abuse? *	What first aid is useful to know?	How can we balance freedom with the law? *	
	How can I get help when there are legal consequences?		

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## Year 11

The year 11 lessons build on and develop the themes established in year 10.

**Relationships:** Building on from year 10, students continue to explore different types of abuse, this time sexual, before moving on to consider how external factors can impact relationship experience and perception.

**Keeping Safe:** In alignment with the relationship topic area, students explore using substances from a safety point of view before moving on to consider personal safety in relation to money (building on from key stage 3).

**Understanding the Law:** Students begin by exploring how sentencing works and the various factors that are considered, before moving on to consider the legal standpoint for a variety of situations they may find themselves in as a result of their increasing maturity.

**Well-being:** Emphasis on year 11 and the transitions and key stress points that occur during this year. Students also explore themselves holistically and celebrate all the aspects that make them employable.

Relationships	Keeping Safe	Understanding the Law	Well-being
What are sexual offences? *	What can go wrong when using substances? *	What are mitigating factors? *	What are life changes?
What is victim blaming?	What is the issue with lending money?	What is culpability and harm?	How can I cope with exams?
What is the difference between an arranged and a forced marriage?	How can I avoid financial exploitation?	What does the law say about contraception?	What does it mean to catastrophise?
What is the impact of porn on relationships?	What is gambler's fallacy?	What does the law say about pregnancy and STIs?	How do I feel about leaving school?
Substance abuse and relationships, so what? *		What does the law say about getting a job?	What makes me employable?
What is my relationship with AI?			

## Secondary Passport

Our Passport lessons may be taught at any point during the Secondary phase to assess how pupils are developing in each of our Passport areas.

What is empathy?	What is future planning?	What is resilience?	What is self-worth?
What is fact finding?	What is informed decision-making?	What is respect?	What is risk?

# Key Stage 5 Pol-Ed Lessons

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## Year 12 & 13

**Relationships:** Exploring relationships with self as well as healthy mature relationships with others.

**Keeping Safe:** Navigating personal safety in mature contexts, including accessing services.

**Understanding the Law:** Navigating the law in relation to adulthood.

**Well-being:** Exploring emotional and physical well-being as well as personal strengths.

Relationships	Keeping Safe	Understanding the Law	Well-being
How do we manage stages of intimacy? *	What does car safety mean for new drivers? *	What to do if you suspect a sexual offence? *	How can I get support for my mental health?
Who are you? *	What are your responsibilities as a passenger? *	What is fair and legal about making money? *	How can I take responsibility for my physical health?
Who are your people? *	How do we manage independence? *	Why are employment contracts important? *	How can I evidence my strengths?
How to spot and respond to coercive control. *	How do I manage my personal safety? *	What is the impact of a criminal record? *	
How should we end romantic relationships? *	How do we manage other adults? *	Too good to be true? (Scams etc.)	
How do we develop our online brand? *	What happens in sexual health services? *		
What is harassment? *	How do we manage cyber security? *		
	What is stalking? *		