

Curriculum | PACE



Co-op Academy
Florence MacWilliams

What is the PACE curriculum?

Curriculum Intent | What is the PACE curriculum?

At Co-op Academy Florence MacWilliams, our PACE curriculum aims to provide our students with the powerful knowledge, skills, and qualities they need to unlock their potential, enabling them to be physically healthy and mentally well citizens of modern Britain who actively contribute to society and know how to keep themselves and others safe. Our PACE curriculum is ambitious, broad, and balanced. It includes expert teaching on all elements of personal development within the academy, covering all relevant guidance from the Department for Education, supporting our culture of academic excellence and character development for all. At Co-op Academy Florence MacWilliams we define strong character as the good decisions we make, even when no one is watching. We further codify this as our PACE principles: Pride, Ambition, Care and Excellence for self, school and city. Through these principles, we teach all students the importance of making the right decisions at the right times for the right reasons.

The PACE curriculum at Co-op Academy Florence MacWilliams aims to:

- Form a spiral curriculum structured around three key strands: Physical Health and Mental Wellbeing, Living in the Wider World, Relationships
- Place safeguarding at its heart, supported through core concepts, including the fundamental British values and equality, diversity, and inclusion.
- Build in complexity over time whilst remain age-appropriate. At each level, the curriculum is interleaved and explicitly links to prior and future learning, building a deep conceptual understanding of the powerful knowledge by maximising the potential of memory and retention. Beyond the statutory content, we prioritise content that will have the most positive impact on our specific community based on community voice. Living in the wider world includes part of our offer for careers education, information, advice and guidance, ensuring students are provided with up to date information about all future pathways available to them.
- Be fundamentally guided by our academy PACE principles and create the conditions for our students to reflect on and clarify their own personal values, considering fundamental British values and those of the Co-op Academies Trust. Through careful sequencing of complex and conflicting points of view, our community conversations offer an opportunity to debate in a safe environment with clear ground rules linking to our principles of community and respect.

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- Support all students to unlock their potential, regardless of academic, societal, or economic starting point, to take their ambitious next steps in life with the powerful knowledge, support, and guidance needed for success.
- Develop the literacy and reading of our students through our text-rich PACE curriculum to further prepare them for life in modern Britain.

PACE Curriculum Implementation

PSHE (Personal, social, health and economic education), RSHE (Relationships, sex and health education), CEIAG (Careers Education, Information, Advice and Guidance) and Citizenship are all taught primarily within the PACE Curriculum at Co-op Academy Florence MacWilliams. There is curriculum coverage of these areas in other subject disciplines in the academy as well as through regular community ambition time. The academy also offers a comprehensive wider programme of opportunities to complement the PACE curriculum and support the personal development of all students.

At Co-op Academy Florence MacWilliams we value the personal development of all students. We ensure parity for PACE Curriculum with other subjects by providing curriculum time per week for all students to allow for sufficient coverage of powerful knowledge, opportunities for discussion and questions.

All PACE curriculum lessons are delivered using booklets that are created using accredited resource banks and are regularly reviewed and updated to ensure they are age appropriate and effectively serve the specific community of Florence and its surrounding areas.

We take our PACE curriculum lessons as another opportunity to develop the literacy skills of our students through expert teaching of reading. In all lessons, students engage with challenging texts about complex issues, this is designed to increase both the academic rigour as well as the intrinsic value of PACE curriculum lessons. Literacy skills are fundamental skills for success and safety in the modern world.

Student knowledge is assessed using baseline tasks and progress reflections in each lesson and cumulatively through our knowledge expert assessments within the academy in the same way as all other subject areas.

Community voice is regularly used to impact the curriculum including student voice, family voice, family forum events, staff voice and intelligence from the local community including the police.

What is the PACE curriculum?

PACE Lessons	Refresh Assemblies	Standing Assemblies and Line Ups
Home visits to all families	Rewards and celebration	Remembrance
Electives	SLANT, SHAPE & STEPS	PHSE; RSE; FBV; Equality; SMSC
Sports Fixtures	Road Safety Team	Trentham Rowing Club
Unifrog Careers Platform & Education	Higher Horizons University Programme	Responsive Lessons
School Nurse Drop-Ins	Student Council	Bee Active Holiday Club Golden Tickets
Mental Health Ambassadors	Young Carers Support Group	PLAC Support Group

What is the PACE curriculum?

Spotlight Lessons

**Updated July 2026*

- Road Safety and Crossing including traffic lights
- Chromebook Use and Online/Digital Safety
- Racism/Stereotypes/Respect and Tolerance
- Violence
- Water Safety *(NB. Now added to curriculum from Sept 2026 in line with new RSE guidance)*
- Prime Minister's Resignation Summer 2026
- Government announcement of a ban of social media for all U16s

PACE Curriculum | Long Term Overview

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7 Aged 11-12	Physical Health and Mental Wellbeing Transition to Co-op Academy Florence MacWilliams Dealing with change Personal safety around the academy and travelling to and from the academy including water safety and fire safety. First Aid. Establishing healthy friendships. Study skills, ambition, self awareness and goal setting.	Living and Working in the Wider World Careers Exploring pathways understanding the links between the individual and possible career paths Work-life balance and entrepreneurship Careers in the future, preparing for an ever changing job market	Relationships Diversity and inclusion Protected characteristics Creating an inclusive school community British Values, precious liberties Prejudice, stereotypes and discrimination. Critical thinking and tolerance Bullying and child on child abuse	Physical Health and Mental Wellbeing Healthy routines and personal hygiene Genital and menstrual health Dental health, physical activity and sleep Antimicrobial resistance Diet and nutrition	Relationships Self-worth, romance and friendships (including online) and relationship boundaries Self-worth and a positive self image Qualities that contribute to positive relationships Signs of unhealthy relationships Media influence on relationships and body image	Living and Working in the Wider World Saving, borrowing, budgeting and making financial choices Citizenship and democracy, political systems voting and parliament Financial risk, risk taking behaviour and impulsivity Financial planning
Year 8 Aged 12-13	Physical Health and Mental Wellbeing What is a drug? What is addiction? What are the risks of tobacco and vapes? What are the risks of alcohol and recreational drug use? How do you use prescription and counter medications safely? What potential negative influences are there related to substance abuse?	Living and Working in the Wider World What are my interests? How do I write an application or CV? What are the challenges and rewards of working? What does success and achievement mean to me? How can careers impact climate change?	Relationships What are my values? What is discrimination and prejudice? What is a positive bystander? How can I challenge gender stereotypes? How can I prevent discrimination? Tackling misogyny, incel culture and their influence on attitudes towards women and girls and how they negatively affect boys and young men	Physical Health and Mental Wellbeing How can I challenge mental health stigma? What are healthy and unhealthy coping strategies? How can I promote emotional wellbeing? How can I be digitally resilient	Relationships What are values in a relationship? What are the influences on relationship expectations? What is gender identity and sexual orientation? What are the boundaries and consent in relationships? What does commitment mean in a relationship?	Living and Working in the Wider World The law and the function of law enforcement Online Communication and Safety Recognising Online Grooming and Seeking Support Critical Thinking and Media Literacy Privacy and Responsible Online Behaviour Managing Risks in the Digital World

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Year 9 Aged 13-14	Physical Health and Mental Wellbeing What is peer pressure? Does peer pressure exist online? How does peer pressure and groupthink affect decision making? What is the best way to communicate to resist negative influences? How are people Influenced into crime? Why do some people carry knives?	Living and Working in the Wider World What are my skills? What comes after secondary school? Which option subjects should I choose? How do I manage my earnings? What is the labour market?	Relationships What is a family in modern Britain? What is a healthy family relationship? What is conflict? How can I manage conflict? How do relationships change? Understanding the consequences of indecent or sexual images; the use of AI generated imagery and deep fakes and the consequences of doing so.	Physical Health and Mental Wellbeing How does mental wellbeing link with physical health? Why is sleep so important to stay healthy? How do I make good choices about diet and exercise? What is body image?	Relationships What is a respectful intimate relationship? What is consent in an intimate relationship? What is safe sex? What is sexual health? How do I manage the end of a relationship? Understand FGM and how to respond if you are affected by it	Living and Working in the Wider World Making Active Contributions to Society Active Citizenship and Responsible Engagement Employment Rights and Responsibilities Skills for Enterprise and Employability Giving and Acting upon Constructive Feedback Managing Personal Brand Online The prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deep fakes and how to identify Them That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.

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Year 10 Aged 14-15	Physical Health and Mental Wellbeing How can we manage the challenges of adolescence? How can we reframe negative thinking to develop resilience? What support is required when emotional or mental health is poor? What are support systems and how do they help us? How do we challenge stigmas and stereotypes in the media portrayal of mental health? How can we influence the global impact of mental health advocacy?	Living and Working in the Wider World What are your strengths and interests, and which careers match them? How do different career types affect our lifestyle? What are apprenticeships, and how are they different from academic routes? Why is work experience important, and how can you find a placement? What is the difference between in person, hybrid and remote working?	Relationships Building Inclusive Communities Equality Act, Diversity, and Values Media Literacy and Critical Thinking Managing Conflicting Views and Misleading Information Recognising and Responding to Extremism and Radicalisation Safety & wellbeing - seeking help when needed and how to report harmful behaviour; The law as it relates to knives and violence	Physical Health and Mental Wellbeing Understanding Role Models and Becoming a Positive Influence Media and Perception of Gang Culture Impact of Drugs and Alcohol on Individuals and Communities Managing Peer Influence and Seeking Help The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	Relationships Relationship Values and Pleasure Challenging Assumptions and Social Norms Navigating Relationships Online Media, Pornography, and Sexual Attitudes Consent, Coercion, and Support AI chatbots: how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice.	Living and Working in the Wider World Exploring Strengths and Interests Opportunities in Learning and Work Overcoming Challenges and Adversity Responsibilities in the Workplace Work Experience Resources Reflecting on Work Experience

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Year 11 Aged 15-16	Physical Health and Mental Wellbeing Managing Judgment and Challenging Stereotypes Balancing Ambition and Realistic Expectations Developing Self Efficacy: Motivation, Perseverance, and Resilience Maintaining a Healthy Self Concept Understanding and Managing Stress Positive Online Content Creation and Time Management How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.	Living and Working in the Wider World Global Governance and Legal Systems Planning for the Future and Setting SMART Targets Effective Revision Techniques and Exam Preparation Exploring Post-16 Options and Career Pathways Employability Skills and Work Life Balance	Relationships Core Values and Emotional Awareness Understanding Gender Identity and Sexual Orientation Assertive Communication Skills Effective Communication of Wants and Needs Handling Unwanted Attention and Challenging Harassment How some subcultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.	Physical Health and Mental Wellbeing Assessing and Managing Risk and Safety in Independent Situations Emergency First Aid Skills and Emergency Response Lifestyle, Cancer, and Health Services Managing Influences and Risks in Body Alteration Menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.	Relationships Understanding Family Diversity and Changing Structures Parenthood and Positive Parenting Qualities Fertility, Pregnancy, and Reproductive Choices Managing Change, Loss, and Grief in Families Addressing Issues of Violence and Forced Marriage Honor Based Abuse	Exams



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At Co-op Academy Florence MacWilliams, colleagues and pupils work at 'PACE' ensuring pride, ambition, care, and excellence for self, school and city