

*While individual lessons introduce aspects of the statutory content, they do not cover everything on their own. Each element is delivered and built upon in an age-appropriate way throughout Y7 - 13

Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior Learning	Next Link in curriculum
Project – Active Citizenship Community Project	AUTUMN	Leadership Collaboration Time management Presentation Use of technology Research Active citizenship (participation, community engagement)	<p>Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship</p> <ul style="list-style-type: none"> • Pupils should develop the knowledge and skills to participate in democratic society. • The curriculum includes researching issues, debating viewpoints, and evaluating evidence. • Pupils are expected to take informed action on real-world issues and understand how citizens can bring about change. • Emphasis is placed on active participation in communities and civic life. • Pupils should learn how to build and maintain healthy, respectful relationships. 	<p>Basic understanding of rules, fairness, and respect for others in school and society (Citizenship foundations).</p> <p>Early participation in class discussions, group work, and simple decision-making.</p> <p>Looking through a leadership lens and how to be a leader in different situations</p>	Project work in Sixth Form
<p><u>Health & Wellbeing</u> What can go wrong when taking substances, can you be sure of what you are taking, how we can be street savvy and the</p>	AUTUMN	<p>Communication and discussion skills</p> <p>Critical thinking and decision-making</p> <p>Empathy and understanding</p>	<ul style="list-style-type: none"> • How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways - including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. 	Mental health stigma, setbacks and coping strategies, self-harm, change, loss and grief	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y11 Health & Wellbeing covers taking responsibility for your health,</p>

risks of carrying a knife.		<p>of others' perspectives</p> <p>Respect, tolerance, and cultural awareness</p> <p>Collaboration and teamwork</p>	<ul style="list-style-type: none"> • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions. 		<p>gynecological health, screening and examination, assessing health services, cosmetic & aesthetic services.</p>
<p><u>Careers & Aspirations</u> Reflecting on careers journeys, types of careers and wellbeing in the workplace</p>	AUTUMN	<p>Research</p> <p>Decision making</p> <p>Use of an online platform</p> <p>Evaluating skills and strengths</p> <p>Noticing transferable skills</p>	<ul style="list-style-type: none"> • Pupils should have access to a stable careers programme that begins in KS3 and is known to all students. • Careers education should link learning to labour market information, helping pupils understand future pathways and opportunities. • Pupils should experience encounters with employers and workplaces, helping them understand the world of work. • Schools should provide meaningful encounters with further and higher education providers, broadening awareness of progression routes. 	<p>Transferrable skills, what comes after school, KS4 options, working and earning money</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Students also have careers opportunities during form time and in the WKGS Futures programme and educational visits.</p>

			<ul style="list-style-type: none"> Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options. 		Y11 Careers & Aspirations covers post 16 choices, T Levels and BTECS, research, volunteering & paid work, interviews and assessment centres.
<p><u>Managing Risk</u> How can we balance freedom and the law? What is extremism? Is it ok to protest? Digital safety AI algorithms and academic pressures</p>	SPRING	Viewpoints and political positions Difficult Moral concepts Decision making Personal reflections Empathy and respect Conflict resolution Skills of self-worth Keeping safe online	<ul style="list-style-type: none"> How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. What tolerance requires, including the importance of tolerance of other people’s beliefs. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn’t feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. 	How we deal with friends using drugs or alcohol, what they law says about the possession of drugs, Gangs, County Lines, Child criminal exploitation, Asphyxiation and dares and gaming vs. Grooming How to keep safe online	The key messaged in each personal development unit are present throughout the entire curriculum. Y11 Managing risk covers the law in relation to contraception and pregnancy, victim blaming, lending money, gambling, income and tax

<p>Relationships What is toxic culture? emotional abuse, incel culture, image based sexual abuse, arranged and forces marriages, porn and relationships, substance abuse and relationships and sexual offenses.</p>	<p>SUMMER</p>	<p>Viewpoints and political positions</p> <p>Difficult Moral concepts</p> <p>Decision making</p> <p>Personal reflections</p> <p>Empathy and respect</p> <p>Conflict resolution</p> <p>Skills of self-worth</p> <p>Keeping safe online</p>	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • That there are different types of committed, stable relationships. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marrying before the age of 18 are illegal. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help 	<p>How we deal with friends using drugs or alcohol, what they law says about the possession of drugs, Gangs, County Lines, Child criminal exploitation, Asphyxiation and dares and gaming vs. grooming</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y11 Managing risk covers the law in relation to contraception and pregnancy, victim blaming, lending money, gambling, income and tax</p>
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<p><u>Learning Skills/ Careers 7 Aspirations</u></p> <p>Preparing for work experience</p> <p>Preparing for Y11</p>	SUMMER	<p>Organisation and time management skills</p> <p>Independent learning and self-management</p> <p>Study and revision strategies</p>	<ul style="list-style-type: none"> • Teach students to learn independently, including revision, organisation, and improving their own work (Department for Education guidance). • Develop resilience, confidence, and self-management skills for learning and future careers (Gatsby Benchmarks). • Mental wellbeing, including recognising and managing stress (RSHE guidance). • Practical strategies to cope with pressure and know how to seek help when needed. • Safeguard wellbeing, including responding to serious stress or mental health concerns (Keeping Children Safe in Education). 	<p>Revision timetables and techniques</p> <p>Organisational support</p> <p>Careers research and MOOCS</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Students will also have revision guidance and support in each subject area before annual assessments.</p>

		Digital and physical organisation Metacognition Resilience and perseverance			Learning Skills in Y11 covers organisational reminder and support, embedding current practise and exam stress
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