

*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 – Preparation for Y11 (Summer project)	AUTUMN	Leadership Collaboration Time management Presentation Use of technology Research Decision making	Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship - 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. - Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options.	Different careers, wellbeing and post 16 options	Project work in Sixth Form
<u>Careers & Aspirations</u> Post 16 choices, T Levels and BTECS, research, volunteering & paid work, interviews and assessment centres.	AUTUMN	Research Decision making Use of an online platform Evaluating skills and strengths Noticing transferable skills	- 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.	Reflecting on careers journeys, types of careers and wellbeing in the workplace y	The key messaged in each personal development unit are present throughout the entire curriculum. Student also have careers opportunities during form time and in the WKGS Futures programme and educational visits.

			Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options.		Y12 Careers & Aspirations covers interview skills, managing our online presence, cover letters, CVs and our ideal workplace.
<u>Health & Wellbeing</u> Responsibility for your health, gynaecological health, screening and examination, assessing health services, cosmetic & aesthetic services.	AUTUMN	Communication and discussion skills Critical thinking and decision-making Empathy and understanding of others' perspectives Respect, tolerance, and cultural awareness Collaboration and teamwork	- Information about the prevalence and characteristics of more serious health conditions. - That physical activity can promote wellbeing and combat stress. - The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening. - The importance of sufficient good quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn. - 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.	What can go wrong when taking substances, can you be sure of what you are taking, how we can be street savvy and the risks of carrying a knife.	The key messages in each personal development unit are present throughout the entire curriculum. Y13 Health & Wellbeing covers
<u>Managing Risk</u> The law in relation to contraception and pregnancy, victim blaming, lending money,	SPRING	Viewpoints and political positions Difficult Moral concepts	The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be	What is toxic culture? emotional abuse, incel culture, image based sexual abuse, arranged and forces	The key messages in each personal development unit are present throughout the entire curriculum.

gambling, income and tax s		Decision making Personal reflections Empathy and respect Conflict resolution Skills of self-worth Keeping safe online	deemed to have capacity to make decisions about medical treatment. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide,	marriages, porn and relationships, substance abuse and relationships and sexual offenses.	Y12 Skills for life covers consent and healthy relationships, planning for parenthood
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<u>Learning Skills</u> Preparing for GCSE Exams	SUMMER	Organisation and time management skills Independent learning and self-management Study and revision strategies Digital and physical organisation Metacognition Resilience and perseverance	• 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).	Revision timetables and techniques Organisational support Careers research and MOOCS	The key messages in each personal development unit are present throughout the entire curriculum. Students will also have revision guidance and support in each subject area before annual assessments. Learning Skills in Y12 covers organisational reminder and support, embedding current practise and exam stress