

\*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
<p><b><u>Designing Your Future (Careers &amp; Aspirations)</u></b>            Interview skills, managing our online presence, cover letters, CVs and our ideal workplace.</p>	<p>ROTATION</p>	<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>	<p><b>Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>• Pupils should have access to a stable careers programme that begins in KS3 and is known to all students.</li> <li>• Careers education should link learning to labour market information, helping pupils understand future pathways and opportunities.</li> <li>• Pupils should experience encounters with employers and workplaces, helping them understand the world of work.</li> <li>• Schools should provide meaningful encounters with further and higher education providers, broadening awareness of progression routes.</li> <li>• Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options.</li> <li>• The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</li> <li>• Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has</li> </ul>	<p>Post 16 choices, T Levels and BTECS, research, volunteering &amp; paid work, interviews and assessment centres.</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> <p>Y12 Careers &amp; Aspirations covers</p>

			happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.		
<p><b><u>Self-Defence (Managing Risk)</u></b> Practical sessions delivered by external experts on self-defence</p>	ROTATION	<p>Decision making</p> <p>Personal reflections</p> <p>Empathy and respect</p> <p>Conflict resolution</p> <p>Skills of self-worth</p>	<ul style="list-style-type: none"> <li>• Keeping Children Safe in Education (KCSIE): emphasises recognising risk, making safe decisions, and knowing when to seek help.</li> <li>• DfE RSHE guidance: requires teaching of personal safety, consent, and assessing risk in relationships and situations.</li> <li>• Education and Training (Welfare of Children) Act 2021: reinforces learners' ability to protect themselves and make informed, safe choices.</li> <li>• Health and Safety at Work etc. Act 1974: supports developing awareness of risk assessment and safe decision-making in practical situations.</li> <li>• Equality Act 2010: promotes respect, boundaries, and understanding others, supporting safe interpersonal decision-making.</li> </ul>	How to keep yourself safe in new situations and to cope with independence	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y13 Skills for life covers new situations and personal safety</p>
<p><b><u>Food for Thought (Health &amp; Wellbeing)</u></b> Cooking on a budget Food hygiene Balanced meals</p>	ROTATION	<p>Organisation and time management skills</p> <p>Independent learning and self-management</p> <p>Budgeting</p> <p>Confidence and self-esteem</p>	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.</li> <li>• DfE RSHE guidance (secondary/post-16 continuation): covers healthy eating, nutrition, physical health, and making informed lifestyle choices.</li> <li>• Keeping Children Safe in Education (KCSIE): includes awareness of health risks, wellbeing, and seeking support for issues affecting health (e.g. eating concerns).</li> <li>• Health and Safety at Work etc. Act 1974: supports understanding of personal health, wellbeing, and safe practices in practical/work settings.</li> </ul>	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Skills for Life in Y13 covers meal planning for independence and batch cooking.</p>

		<p>Focus, patience, and resilience</p> <p>Problem-solving &amp; experimentation</p>	<ul style="list-style-type: none"> <li>• Equality Act 2010: ensures teaching is inclusive and sensitive, including around body image, disability, and health needs.</li> <li>• Wider DfE expectation (personal development): promotes informed decision-making, healthy lifestyles, and responsibility for personal wellbeing.</li> </ul>		
<p><b><u>Wellbeing through Art (Health &amp; Wellbeing)</u></b></p> <p>Mindful painting and acrylic techniques, how to forge healthy hobbies and focus on wellbeing</p>	ROTATION	<p>Creative expression</p> <p>Emotional literacy</p> <p>Self-reflection and mindfulness</p> <p>Stress management and relaxation</p> <p>Confidence and self-esteem</p> <p>Focus, patience, and resilience</p> <p>Problem-solving and experimentation</p> <p>Independence and personal identity exploration</p>	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.</li> <li>• That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.</li> <li>• How to critically evaluate which activities will contribute to their overall wellbeing.</li> <li>• The importance of taking responsibility for their own health, and the benefits of regular self examination and screening.</li> </ul>	<p>A focus on health habits, wellbeing warning signs, looking after our mental health and wellbeing.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Skills for Life in Y13 covers wellbeing and physical activity.</p>

<p><b><u>Budgeting and Finance</u></b> <b>(Managing Risk)</b></p> <p>Financial stability Key financial skills</p>	<p>ROTATION</p>	<p>Financial planning and goal setting</p> <p>Numeracy and interpreting financial information</p> <p>Decision-making and prioritising spending</p> <p>Understanding income, expenses, and saving</p> <p>Evaluating risk</p> <p>Organisation and tracking finances</p> <p>Independence and responsibility</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• DfE RSHE guidance (secondary/post-16 continuation): includes financial decision-making, budgeting, debt, saving, and financial risk.</li> <li>• Education Act 1997 (as updated): requires access to independent careers guidance, including understanding financial pathways (e.g. further study, employment, apprenticeships).</li> <li>• Keeping Children Safe in Education (KCSIE): covers financial exploitation risks (e.g. scams, coercion), supporting safe financial decisions.</li> <li>• DfE careers guidance (Gatsby Benchmarks): promotes understanding of earnings, labour market information, and financial implications of career choices.</li> </ul>	<p>Managing all elements of risk associated with increased independence</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Skills for Life in Y13 covers budgeting and finance at Uni or during our next steps.</p>
<p><b><u>Who am I?</u></b></p> <p>Who am I and who are my people? Coercive control</p>	<p>ROTATION</p>	<p>Communication and discussion skills</p> <p>Critical thinking and decision-making</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual</li> </ul>	<p>Healthy and unhealthy relationships</p> <p>Relationship abuse, sexism, toxic and incel culture.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p>

Sexual harassment		<p>Empathy and understanding of others' perspectives</p> <p>Respect, tolerance, and cultural awareness</p> <p>Collaboration and teamwork</p> <p>Personal responsibility and independence</p> <p>Problem-solving and evaluating real-world issues</p>	<p>pressure, and how to avoid putting pressure on others.</p> <ul style="list-style-type: none"> <li>• What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</li> <li>• The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</li> <li>• The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</li> </ul>		Skills for Life in Y13 covers health and wellbeing and stalking.
<b>Summer Program (Careers &amp; Aspirations)</b> Post 18 choices/ Careers Fair Apprenticeships vs university Personal statements	SUMMER	<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"> <li>• Pupils should have access to a stable careers programme that begins in KS3 and is known to all students.</li> <li>• Careers education should link learning to labour market information, helping pupils understand future pathways and opportunities.</li> <li>• Pupils should experience encounters with employers and workplaces, helping them understand the world of work.</li> <li>• Schools should provide meaningful encounters with further and higher education providers, broadening awareness of progression routes.</li> </ul>	Interview skills, managing our online presence, cover letters, CVs and our ideal workplace.	The key messages in each personal development unit are present throughout the entire curriculum.

<p>Apprenticeship applications UCAS/ Interviews Student finance/ University Visits</p>			<ul style="list-style-type: none"> <li>Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options.</li> </ul>		
<p><b><u>RSE Talk the Talk</u></b> 3 lessons delivered by an external provider in form groups</p> <p>More in-depth discussions on Sexual Health - physical and emotional aspects, reproductive cancers, STI's, Contraception, Pregnancy choices, what happens at Sexual Health Service Clinic, signposting to local services, values, attitudes. Sex and the Law.</p>	<p>TBC</p>	<p>Communication and discussion skills</p> <p>Critical thinking and decision-making</p> <p>Empathy and understanding of others' perspectives</p> <p>Respect, tolerance, and cultural awareness</p> <p>Collaboration and teamwork</p> <p>Personal responsibility and independence</p> <p>Problem-solving and evaluating</p>	<ul style="list-style-type: none"> <li>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.</li> <li>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</li> <li>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</li> <li>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.</li> <li>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.</li> <li>How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through</li> </ul>	<p>Sexual Health - Physical and Emotional aspects, what is healthy? Sexually transmitted infections/diseases. Contraception, STI's, Sex, the law and Consent.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y13 Skills for Life looks at stalking, and health &amp; wellbeing</p>

		real-world issues	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.		
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