

*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
Basic Domestic Essential DIY and home maintenance	ROTATION	Risk Assessment Decision making Evaluating skills and strengths Noticing transferable skills Confidence Independence DIY	Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship <ul style="list-style-type: none"> • DfE RSHE guidance (post-16 continuation): promotes independent decision-making, managing risk, and taking responsibility for personal health, relationships, and finances. • Keeping Children Safe in Education (KCSIE): requires learners to develop confidence to act independently, recognise risk, and seek help when needed. • Education Act 1997: supports independence through informed choices about education, training, and careers pathways. • DfE Careers Guidance (Gatsby Benchmarks): develops independence via self-reflection, goal setting, and understanding future options. • Equality Act 2010: ensures all learners can develop independence without barriers or discrimination. 	Learning skills Independence Time management and risk assessment	The key messages in each personal development unit are present throughout the entire curriculum.
Self-Defence (Managing Risk) Practical sessions delivered by external experts on self-defence	ROTATION	Decision making Personal reflections Empathy and respect Conflict resolution Skills of self-worth	<ul style="list-style-type: none"> • Keeping Children Safe in Education (KCSIE): emphasises recognising risk, making safe decisions, and knowing when to seek help. • DfE RSHE guidance requires teaching of personal safety, consent, and assessing risk in relationships and situations. • Education and Training (Welfare of Children) Act 2021: reinforces learners' ability to protect themselves and make informed, safe choices. • Health and Safety at Work etc. Act 1974: supports developing awareness of risk assessment and safe decision-making in practical situations. 	How to keep yourself safe in new situations and to cope with independence	The key messages in each personal development unit are present throughout the entire curriculum. Y13 Skills for life covers new situations and personal safety

			<ul style="list-style-type: none"> Equality Act 2010: promotes respect, boundaries, and understanding others, supporting safe interpersonal decision-making. 		
<p><u>Food for Thought at Uni (Health & Wellbeing)</u></p> <p>Meal planning for independence and batch cooking.</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> <p>Focus, patience, and resilience</p> <p>Problem-solving & experimentation</p>	<ul style="list-style-type: none"> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. DfE RSHE guidance (secondary/post-16 continuation): covers healthy eating, nutrition, physical health, and making informed lifestyle choices. Keeping Children Safe in Education (KCSIE): includes awareness of health risks, wellbeing, and seeking support for issues affecting health (e.g. eating concerns). Health and Safety at Work etc. Act 1974: supports understanding of personal health, wellbeing, and safe practices in practical/work settings. Equality Act 2010: ensures teaching is inclusive and sensitive, including around body image, disability, and health needs. Wider DfE expectation (personal development): promotes informed decision-making, healthy lifestyles, and responsibility for personal wellbeing. 	<p>Cooking on a budget</p> <p>Food hygiene</p> <p>Balanced meals</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Skills for Life in Y13 covers health and wellbeing</p>
<p><u>Wellbeing: Physical Activity (Health & Wellbeing)</u></p> <p>Being active through games and dance</p>	ROTATION	<p>Creative expression</p> <p>Emotional literacy</p> <p>Self-reflection and mindfulness</p>	<ul style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. 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 	<p>Mindful painting and acrylic techniques, how to forge healthy hobbies and focus on 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>

Wellbeing walks		<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>	<p>be for most people an inevitable part of life at times and is not something of which to be ashamed.</p> <ul style="list-style-type: none"> • How to critically evaluate which activities will contribute to their overall wellbeing. 		
<p><u>Power, Politics & Participation (Exploring Who I Am)</u></p> <p>Why we should be interested in and care about politics</p> <p>How to vote and how to be an informed voter</p>	ROTATION	<p>Critical thinking</p> <p>Analysis of evidence and viewpoints</p> <p>Evaluation of bias and reliability (especially in media)</p> <p>Decision-making</p> <p>Debate and discussion skills</p> <p>Respectful communication</p>	<ul style="list-style-type: none"> • DfE Citizenship Curriculum – which requires pupils to understand democracy, government, voting, rights and responsibilities, and how political systems work. • Gatsby Benchmarks (Careers Guidance) – particularly: • Benchmark 2: Learning from labour market and political systems information • Benchmark 4: Linking curriculum learning to real-life decision-making and citizenship skills • Ofsted Education Inspection Framework (Personal Development) – supporting development of pupils’ broader character, understanding of society, and preparation for life in modern Britain. 	<p>Developed understanding of identity, values, and self-concept (who you are as an individual)</p> <p>Built awareness of self-esteem, resilience, and personal strengths and how these support wellbeing</p> <p>Explored how social media, peers, and wider influences affect</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p>

		<p>Argument building and justification</p> <p>Political literacy</p> <p>Understanding cause and consequence</p> <p>Interpretation of data (e.g. polls, results, turnout)</p> <p>Active citizenship</p> <p>Independent research skills</p> <p>Reflection on values and opinions</p> <p>Understanding multiple perspectives</p>	<ul style="list-style-type: none"> • Fundamental British Values (DfE) – including democracy, rule of law, individual liberty, mutual respect, and tolerance of different viewpoints. 	<p>thoughts, behaviour, and body image</p> <p>Learned to manage comparisons and think critically about external influences</p> <p>Became more self-aware, confident, and able to make informed personal decisions</p>	
<p><u>Health & Wellbeing</u></p> <p>Wellbeing and mental health</p> <p>Meningitis and vaccinations</p> <p>Managing other adults</p>	ROTATION	<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</p>	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness. • 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. • are normal, can affect everyone at different times and are not in themselves a sign of a mental health 	<p>How to take responsibility for our personal health and wellbeing</p> <p>Mental health and stigma</p> <p>Wellbeing</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>.</p>

		<p>cultural awareness</p> <p>Collaboration and teamwork</p> <p>Personal responsibility and independence</p> <p>Problem-solving and evaluating real-world issues</p>	<p>condition, and that managing those feelings can be helped by seeing them as normal.</p> <ul style="list-style-type: none"> • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities - that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. 		
<p><u>Managing Risk</u></p> <p>Embracing independence safely</p> <p>Safety in new situations - travelling</p> <p>What is stalking</p> <p>Relationships online</p>	TBC	<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>	<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). • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. 	<p>Sexual Health - Physical and Emotional aspects, what is healthy? Sexually transmitted infections/diseases. Contraception, STI's, Sex, the law and Consent.</p> <p>Managing independence</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p>

		Collaboration and teamwork			
		Personal responsibility and independence			
		Problem-solving and evaluating real-world issues			