

*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 – Researching the history of West Kirby Grammar School in groups (home learning)	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</p> <p>Early participation in class discussions, group work, and simple decision-making.</p>	Project work in Y8 – Y10 in PD lessons and project work during form time in Y7-Y9
<p>Relationships</p> <p>Conflict – how do we deal with conflict?</p> <p>How do we deal with Friendships breaking down</p> <p>Bullying and banter – what is the difference?</p>	AUTUMN	<p>Viewpoints and political positions</p> <p>Difficult Moral concepts</p> <p>Decision making</p> <p>Personal reflections</p>	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 	<p>How to form and maintain positive, respectful relationships with peers and adults.</p> <p>What bullying is, including different types (physical,</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Elements of abuse in relationships are covered in Managing Risk in the Spring term and the relationships unit in year 8 focusses</p>

<p>Anti LGBT+ - reference to protected characteristics</p>		<p>Empathy and respect</p> <p>Conflict resolution</p> <p>Skills of self-worth</p>	<ul style="list-style-type: none"> • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • 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. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns 	<p>verbal, online) and that it is unacceptable.</p> <p>Strategies for recognising, reporting, and responding to bullying.</p> <p>Importance of kindness, respect, and empathy in relationships.</p> <p>They begin to understand how behaviour affects others, including the impact of hurtful actions or language.</p>	<p>on cyberbullying, red flag in relationships and protected characteristics</p>
<p><u>Exploring Who I am</u> Exploring who they are as individuals with a focus on self-concept, resilience,</p>	<p>AUTUMN</p>	<p>Communication and discussion skills</p> <p>Critical thinking and decision-making</p>	<ul style="list-style-type: none"> • Skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own 	<p>Understanding of feelings, self-worth, and what makes them unique</p> <p>Recognition that everyone</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Evaluation of strengths and developments is</p>

<p>strengths and areas for development.</p>		<p>Empathy and understanding of others' perspectives</p> <p>Respect, tolerance, and cultural awareness</p> <p>Collaboration and teamwork</p>	<p>interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</p>	<p>should be treated with kindness and respect</p> <p>Learning that it is important to talk about their own likes, dislikes, interests, and feelings</p> <p>Beginning to build confidence, independence, and simple decision-making skills</p>	<p>covered in learning skills in Summer and Exploring Who I am in Y8 covers responsible use of social media and cultural appearance ideals</p>
<p>Managing Risk Anti racism and the age of criminal responsibility What is child on child abuse? What are the protected characteristics? Hate crimes Honour based abuse – <i>this covers reference</i></p>	<p>SPRING</p>	<p>Communication and discussion skills (listening, debating, expressing views)</p> <p>Critical thinking and decision-making</p> <p>Empathy and understanding</p>	<ul style="list-style-type: none"> • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • 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. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities 	<p>All people should be treated with respect and fairness, regardless of differences.</p> <p>Racism and discriminatory language or behaviour are wrong and unacceptable.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Managing Risk in Y8 covers legal drugs, E rides, basic first aid, financial decisions and protecting personal data online</p>

<p>to female genital mutilation</p>		<p>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>Active citizenship (participation, community engagement, taking informed action)</p> <p>Viewpoints and political positions</p> <p>Difficult Moral concepts</p>	<p>regarding equality, and that everyone is unique and equal.</p> <ul style="list-style-type: none"> • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. 	<p>Introduction to different family structures, backgrounds, and identities in society.</p> <p>Recognition of unsafe or harmful behaviour (including bullying/abuse) and knowing to report it to a trusted adult.</p> <p>Developing early understanding of personal safety, body autonomy, and who to ask for help.</p>	
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<p><u>Careers & Aspirations</u> What Unifrog is and how we can use it as a platform Who I am? Dream jobs What a career means What an entrepreneur is</p>	<p>SPRING</p>	<p>Using the Unifrog platform to explore careers and skills</p> <p>Self-reflection and evaluation</p> <p>Identification of key skills</p> <p>Evaluating career profiles</p> <p>Prioritising and sorting information</p> <p>Summarising and simplifying information</p> <p>Analyse scenarios</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. • Careers learning should be embedded across the curriculum, helping pupils connect subjects to future careers and options. 	<p>Develop awareness of different jobs and careers through the</p> <p>Encounters with employers and employees to broaden understanding of the world of work.</p> <p>Learn about different routes and possibilities for their future, including progression into secondary education.</p> <p>Understand skills, interests, and aspirations in an age-appropriate way.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Student also have careers opportunities during form time and in the WKGS Futures programme and educational visits.</p> <p>Y8 Careers & Aspirations covers interests, CV writing, challenges and rewards of work and creating the life you want.</p>
<p><u>Learning Skills</u> Organisation Study skills such as flash cards,</p>	<p>SUMMER</p>	<p>Organisation and time management skills</p>	<ul style="list-style-type: none"> • Teach students to learn independently, including revision, organisation, and improving their own work (Department for Education guidance). 	<p>Basic organisation of work</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p>

<p>mind maps, mnemonics</p>		<p>Independent learning and self-management</p> <p>Study and revision strategies</p> <p>Digital and physical organisation</p> <p>Metacognition</p> <p>Resilience and perseverance</p>	<ul style="list-style-type: none"> • 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>Developing simple time management</p> <p>Trying a range of basic learning strategies</p> <p>Beginning to reflect on learning through teacher feedback and self-assessment.</p> <p>Building independence in completing tasks and homework appropriate to age.</p>	<p>Students will also have revision guidance and support in each subject area before annual assessments.</p> <p>Learning Skills in Y8 covers organisational reminder and support, revision timetables and techniques and dealing with exam stress</p>
<p><u>Health & Wellbeing</u> What influences our health choices? What range of emotions are there? Vaping</p>	<p>SUMMER</p>	<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 counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment. • 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 	<p>Understanding how to look after physical health, including healthy eating, exercise, and hygiene.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y8 Health & Wellbeing covers mental health conditions, promoting emotional wellbeing and</p>

		<p>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>initially feel challenging may decrease anxiety over time rather than increasing it.</p> <ul style="list-style-type: none"> • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • 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. • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented 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. 	<p>Developing awareness of mental wellbeing, including recognising feelings and asking for help.</p> <p>Learning about keeping safe, including online safety and identifying risks or unsafe situations.</p> <p>Understanding the importance of healthy routines, sleep, and personal care.</p> <p>Knowing how and where to seek help from trusted adults and support services when needed.</p>	<p>the impact of social media</p>
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<p><u>RSE Talk the Talk</u> 3 lessons delivered by an external provider in form groups</p> <p>Puberty and Growing up, emotional and body changes (periods), Questions box, answering basic sex and relationship questions, basic information on the law, including consent, healthy relationships.</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 real-world issues</p>	<ul style="list-style-type: none"> • The main changes which take place in males and females, and the implications for emotional and physical health. • The facts about puberty, the changing adolescent body, including brain development. • About 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. 	<p>How to form and maintain positive, respectful relationships with others.</p> <p>The importance of family, friendships, and caring relationships.</p> <p>How to recognise and report unsafe situations, abuse, and bullying (including online safety).</p> <p>About personal boundaries, consent (age-appropriate), and body autonomy.</p> <p>The characteristics of healthy relationships, including</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>The menstrual cycle and intercourse are covered in Biology in Spring</p> <p>Healthy relationships are covered in Y8 Summer</p> <p>Talk the Talk deliver three more sessions in Y9 covering: Sexual Health - Physical and Emotional aspects, what is healthy? Sexually transmitted infections/diseases. Contraception, STI's, Sex, the law and Consent.</p>
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