

*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 – Step into the NHS National Competition	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>	Project work in Y9 – Y10 in PD lessons and project work during form time in Y8-Y9
<p><u>Managing Risk</u></p> <p>Legal drugs E rides Basic First Aid Financial decisions Collecting personal data online – keeping safe Deep Fakes Viewing harmful content</p>	AUTUMN	<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>	<ul style="list-style-type: none"> • That the co-occurrence of alcohol/ drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people’s mental health and decrease anxiety. • The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. 	<p>Safe passwords and behaviour online (computing)</p> <p>Anti racism</p> <p>The age of criminal responsibility Child on child abuse Protected characteristics Hate crimes Honour based abuse</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Safe social media use is revisited in Exploring Who I am in Y8 Spring</p> <p>Y9 Managing risk covers how we deal with friends using drugs or alcohol, what the law says about the possession of drugs, Gangs, County</p>

		<p>Skills of self-worth</p> <p>Risk Assessment and first aid skills</p> <p>Budgeting</p> <p>Keeping safe online</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). • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • 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 some sexual behaviours can be harmful. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk. • 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 		<p>Lines, Child criminal exploitation, Asphyxiation and dares and gaming vs. grooming</p>
--	--	---	---	--	---

			<p>society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p> <ul style="list-style-type: none"> • Life-saving skills, including how to administer CPR. • The purpose of defibrillators, when one might be needed and who can use them. 		
<p><u>Exploring Who I am</u> Are we responsible with social media? Appearance Ideals & Media messages Confronting comparisons What are my algorithms?</p>	<p>SPRING</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>	<ul style="list-style-type: none"> • 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. • How to critically evaluate which activities will contribute to their overall wellbeing. • About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • 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 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. 	<p>Exploring who they are as individuals with a focus on self-concept, resilience, strengths and areas for development.</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y9 Exploring Who I am covers body image, the Social Dilemma and debate</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.• 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.• Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.• 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 interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.• 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.• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.• 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.		
--	--	--	--	--	--

			<ul style="list-style-type: none"> • 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 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. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • 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. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). 		
<u>Careers & Aspirations</u>	SPRING	Research Decision making	<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. 	Exploring careers and entrepreneurs,	The key messages in each personal development unit are

<p>What are my interests? CV writing Superhero CVs Challenges and rewards of work Creating the life you want What success means</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"> • 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>looking at strengths and skills</p>	<p>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>Y9 Careers & Aspirations covers transferrable skills, what comes after school, KS4 options, working and earning money.</p>
<p><u>Health & Wellbeing</u> Mental Health conditions Promoting emotional wellbeing How social media makes us feel</p>	<p>SUMMER</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>	<ul style="list-style-type: none"> • 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. • 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>What influences our health choices? What range of emotions are there? Vaping</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y9 Health & Wellbeing covers mental health stigma, setbacks and coping strategies, self-harm, change, loss and grief</p>

		Collaboration and teamwork	<ul style="list-style-type: none">• How to critically evaluate which activities will contribute to their overall wellbeing.• 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.• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• 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 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 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 interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.• The characteristics of social media, including that some social media accounts are fake, and / or may		
--	--	----------------------------	---	--	--

			<p>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.</p> <ul style="list-style-type: none"> • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. 		
<p><u>Learning Skills</u> Active reading Revision timetables Exam Stress</p>	SUMMER	<p>Organisation and time management skills</p> <p>Independent learning and self-management</p> <p>Study and revision strategies</p> <p>Digital and physical organisation</p> <p>Metacognition</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>Organisation</p> <p>Study skills such as flash cards, mind maps, mnemonics</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> <p>Learning Skills in Y9 covers organisational reminder and support, active reading and the use of online platforms.</p>

		Resilience and perseverance			
<p>Relationships</p> <p>How might relationships affect our wellbeing? What are red flags in relationships? What is cyber bullying? Protected characteristics</p>	SUMMER	<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 risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. • That there are different types of committed, stable relationships. • How families and relationships change over time, including through birth, death, separation and new relationships. • 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 • What tolerance requires, including the importance of tolerance of other people's beliefs. • 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 inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an 	<p>Conflict – how do we deal with conflict? How do we deal with Friendships breaking down Bullying and banter – what is the difference? Anti LGBT+ - reference to protected characteristics</p>	<p>The key messages in each personal development unit are present throughout the entire curriculum.</p> <p>Y9 Relationships covers how can I manage online relationships? How the media portrays sex and relationships, consent, child sexual exploitation, sexism and intimidation.</p>

			<p>unequal amount of power might, with or without realising it, impose their preferences on others.</p> <ul style="list-style-type: none">• 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.• 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.• The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.• That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.		
--	--	--	---	--	--