



### The Wider Life Skills Curriculum

**PSHE/RSE/ Careers/Citizenship Long Term Curriculum Plan – delivered through PSHE, Computer Science, Science and Careers lessons (also covered through Tutor Group time and Assemblies)**

Pupils are taught at the age linked levels for their current attainment levels except in topics where they need an actual chronological age level of understanding such as RSE and safety.

Overview Rec, KS1 and KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	<p><b>Being Healthy and Safe</b></p> <ul style="list-style-type: none"> <li>◦ <b>Physical Health:</b> Consolidate topics on healthy lifestyles, diet, exercise, hygiene, first aid, and medical care (e.g., vaccinations, accessing doctors).</li> <li>◦ <b>Emotional Wellbeing:</b> Bring together learning objectives related to recognising and expressing feelings, managing emotions, seeking help, coping strategies, mental health awareness, and dealing with change and loss.</li> <li>◦ <b>Eating Habits:</b> Group all content on healthy diets, nutrition, the impact of food choices, and oral hygiene.</li> <li>◦ <b>Citizenship</b> – making positive contribution as a citizen of the UK</li> </ul>	<p><b>Creating a Home and being home safe</b></p> <p><b>Home Safety:</b> Expands on existing elements from Reception and Year 3 to include broader aspects of home security and emergency preparedness.</p> <ul style="list-style-type: none"> <li>◦ <b>Basic Home Maintenance and Practical Skills:</b> Explicitly includes objectives for <b>cooking, laundry, cleaning, and simple home maintenance.</b></li> <li>◦ <b>Financial Aspects of Housing:</b> Introduce and develop understanding of: <ul style="list-style-type: none"> <li>▪ <b>Budgeting for a home:</b> Utilities, council tax, food, and other household expenses (linking to "Managing Money").</li> </ul> </li> </ul>	<p><b>Financial Literacy/ Managing money</b></p> <ul style="list-style-type: none"> <li>◦ <b>Understanding Money:</b> What money is, forms, sources, needs vs. wants, and looking after money.</li> <li>◦ <b>Saving and Spending:</b> Choices, attitudes, good value, and the impact of spending decisions.</li> <li>◦ <b>Budgeting:</b> Keeping track of money and the functions of budgeting.</li> <li>◦ <b>Borrowing</b></li> <li>◦ <b>Risk and Gambling:</b> Risks associated with money (loss, theft) and the impact of gambling.</li> <li>◦ <b>Financial Decision Making:</b> Including the impact of debt and advertising on choices.</li> <li>◦ <b>Financial Support:</b></li> </ul>	<p><b>Next Steps and Careers- linked to Gatsby Benchmarks</b></p> <ul style="list-style-type: none"> <li>◦ <b>Early Years / KS2:</b> Introduces the concept of different jobs and earning money.</li> <li>◦ <b>Key Transitions:</b> Group all objectives related to managing transitions between classes, year groups, and schools. This could be expanded to include preparing for secondary, college, and university.</li> <li>◦ <b>Career Exploration:</b> Cover recognising skills, strengths, aspirations, a broad range of jobs/careers, influencing factors (including stereotypes and discrimination), and goal setting.</li> <li>◦ <b>Pathways to Employment/Further Education:</b> Clearly list and elaborate on different routes such as <b>college, university, apprenticeships, and traineeships.</b></li> </ul>	<p><b>Relationships "Relating to People"</b></p> <ul style="list-style-type: none"> <li>◦ <b>Identity:</b> Consolidate topics on self-recognition, personal qualities, strengths, individuality, and personal identity (including ethnicity, gender, faith, culture).</li> <li>◦ <b>Healthy Relationships:</b> Group together all aspects of family, friendships, romantic relationships (including attraction, gender identity, and sexual orientation), and online relationships. Include positive attributes like mutual respect, trust, kindness, and communication, as well as addressing conflict resolution, bullying, and domestic abuse.</li> <li>◦ <b>Boundaries and Consent:</b> Highlight the progression from concepts of permission in early years to respecting privacy, physical contact boundaries, and understanding sexual consent (including its legal aspects and revocability).</li> <li>◦ <b>Support:</b> Clearly identify learning objectives related to seeking and offering help for emotional difficulties, relationship problems, and safety concerns, including who to approach (trusted adults, emergency services, support organisations).</li> <li>◦ <b>Citizenship and Community:</b> Group content on belonging to groups, roles and responsibilities in the community, diversity, discrimination, compassion, shared responsibilities, and civic participation.</li> <li>• <b>Explicitly Links RSE and PSHE Objectives:</b> RSE and PSHE topics collaboratively contribute to understanding relationships and identity.</li> </ul>

	<p>◦ <b>Personal Safety (On and Offline):</b> Systematise topics such as risk recognition, fire safety, road safety, emergency services, online safety rules, privacy, digital footprint, managing screen time, and recognising online risks.</p>	<p>▪ <b>Renting or Buying:</b> The differences, pros, and cons of each, starting from a basic understanding in later primary/early secondary, progressing to more detailed aspects in later secondary.</p> <p>▪ <b>Tenancy:</b> Understanding tenancy agreements, landlord/tenant rights and responsibilities.</p> <p>▪ <b>Home Insurance:</b> Basic concepts of protecting one's home and belongings.</p>	<p><b>identifying and accessing various forms of financial support</b> (e.g., student finance, benefits, debt advice services, understanding taxes/income from employment).</p>	<p>◦ <b>Employability Skills:</b> Consolidate topics on teamwork, communication, negotiation, enterprise skills, online presence, and readiness for work.</p> <p>◦ <b>Application Processes:</b> Detail learning objectives related to applying for further education or jobs.</p> <p>◦ <b>Being an Employee:</b> While readiness for work is mentioned, explicit objectives on understanding <b>employee rights and responsibilities, workplace conduct, and basic employment law</b> could be added</p>	
Colour coding denotes lead subject. Topics may well be covered across subjects.					
PSHE/ Life Skills	Citizenship	Careers	RSE	Science	ICT/ Computer Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Learning:</p> <p>to recognise what makes them special About different types of families including those that may be different to their own</p> <p>about different feelings that humans can experience</p> <p>how to recognise and name different feelings</p> <p>Exploring individual characteristics, strengths, and interests through activities that promote <b>self-recognition</b> and celebrating what makes each person unique.</p> <p>about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p> <p>Pupils will learn about what keeping healthy means; different ways to keep healthy</p> <p>simple hygiene routines that can stop germs from spreading</p> <p>Pupils will learn about the people who help us to stay physically healthy</p>	<p>Learning:</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (also Science)</p> <p>to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>how to get help in an emergency (how to dial 999 and what to say)</p> <p>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>Home Safety</b> how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>Understanding <b>basic home safety</b> (e.g., not touching hot surfaces, keeping floors clear to prevent trips) and simple ways they can <b>contribute to keeping their home tidy</b> (e.g., putting toys away).</p> <p>Pupils learn <b>simple rules for interacting with online content</b>, such as only watching approved videos with a trusted adult and avoiding clicking on unexpected pop-ups.</p>	<p>Learning:</p> <p>Intro to Money / coins</p>	<p>Learning:</p> <p>about the different groups they belong to</p> <p>· Benchmark 1: Introduce a simple careers framework through themed weeks (e.g. “People Who Help Us”) and storybooks about different jobs.</p> <p>· Benchmark 2: Use picture-based books to show local jobs (e.g. shops, education, farming, healthcare, retail).</p> <p>o Local Community: Who helps us? Roles of teachers, and staff in school</p> <p>about the different roles and responsibilities people have in their community</p> <p>different jobs that people they know or people who work in the community do</p> <p>Role play - Job of the week focus – short tutor group or classroom themed area</p> <p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>About different types of families including those that may be different to their own</p>	<p>Learning:</p> <p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>About different types of families including those that may be different to their own</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>How to listen to other people and play and work cooperatively</p>	<p>Learning:</p> <p>About how people make friends and what makes a good friendship</p> <p>About how to recognise when they or someone else feels lonely and what to do</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>How to respond safely to adults they don’t know</p> <p>About how to treat themselves and others with respect; how to be polite and courteous</p> <p>How to talk about and share their opinions on things that matter to them</p>

	<p><i>Transition into school Intro to:(further covered in Summer term)</i></p> <p><i>the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p> <p><i>To identify the people who love and care for them and what they do to help them feel cared for</i></p> <p><i>About different types of families including those that may be different to their own</i></p> <p><i>to recognise that their behaviour can affect other people</i></p> <p><i>Respecting choices/ Introduce the concept of permission</i></p> <p><i>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p>					
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1	<p>Learning:</p> <p>to recognise the ways they are the same as, and different to, other people</p> <p>that everyone has different strengths</p> <p>about growing and changing from young to old and how people's needs change</p> <p>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>What is being a good friend?</p> <p>to recognise that their behaviour can affect other people</p> <p>Respecting choices/ Introduce the concept of consent</p> <p>Simple strategies to resolve arguments</p> <p>how feelings can affect people's bodies and how they behave</p> <p>how to recognise what others might be feeling</p> <p>to recognise that not everyone feels the same at the same time, or feels the same about the same things/ about ways of sharing feelings; a range of words to describe feelings</p> <p>to recognise the ways in which we are all unique</p> <p>o Belonging and Rules: What makes a good citizen? Understanding school rules, fairness, and kindness.</p>	<p>Learning:</p> <p><b>Home Safety</b> how to keep safe at home developing on from the Reception age appropriate safety teaching and learning and fire safety</p> <p>Understanding <b>basic home safety</b></p> <p>Developing simple ways they can <b>contribute to keeping their home tidy</b> (e.g., wiping up spills).</p> <p><b>Personal Safety – On and Offline</b> Pupils learn <b>simple rules for interacting with online content</b>, such as only watching approved videos with a trusted adult and avoiding clicking on unexpected pop-ups.</p> <p>Basic First Aid to use at home</p> <p>about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Learning:</p> <p>More about money – recognising coins, value , exchange of money for goods</p>	<p>Leaning:</p> <ul style="list-style-type: none"> <li>· Benchmark 3: Include activities that help pupils identify personal likes/dislikes and strengths.</li> <li>· Benchmark 4: Link subjects to careers (e.g. Science → doctor, ICT → coder).</li> <li>o Local Community: Who helps us? Roles of teachers, police, firefighters, and doctors.</li> </ul> <p>More about the different roles and responsibilities people have in their community</p> <p>about the people whose job it is to help keep us safe – teachers, other school staff, social workers, plumber, electrician, police, ambulance, doctors, nurses , other professionals they may meet</p> <p>Job of the week focus – short tutor group or classroom themed area</p> <p>that jobs help people to earn money to pay for things</p>	<p>Learning:</p> <p>to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>to identify and respect the differences and similarities between people</p> <p>To recognise the ways in which they are the same and different to others</p> <p>to recognise that their behaviour can affect other people</p> <p>Simple strategies to resolve arguments between friends positively</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>About what is kind and unkind behaviour, and how this can affect others</p> <p>About how people may feel if they experience hurtful behaviour or bullying</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p>Learning:</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
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2	<p><b>Learning:</b></p> <p>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>how to manage when finding things difficult</p> <p>why sleep is important and different ways to rest and relax</p> <p>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>basic treatment for common injuries: concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>o Rights and Responsibilities: Introduction to children's rights (UNCRC), and responsibilities at home and school.</p> <p>o Democracy Basics: Simple voting activities (e.g., class decisions) to introduce democratic participation.</p>	<p><b>Learning:</b></p> <p>that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>things that people can put into their body or on their skin; how these can affect how people feel</p> <p>about rules and age restrictions that keep us safe</p> <p>basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>about the role of the internet in everyday life</p> <p>that not all information seen online is true</p> <p>About Identifying and discussing safe websites or apps (e.g., those recommended by school or parents) and understanding why personal information (like their full name or home address) should never be shared online.</p>	<p><b>Learning:</b></p> <p>what money is; forms that money comes in; that money comes from different sources</p> <p>Introducing the idea that sometimes people receive <b>money to help them meet their needs</b> (e.g., parents receiving Child Benefit, school providing free meals), in addition to money earned from jobs</p> <p>that people make different choices about how to save and spend money</p> <p>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>that money needs to be looked after; different ways of doing this</p>	<p><b>Learning:</b></p> <p>-Benchmark 4: Link further subjects to careers (e.g. English - media – writer History- archaeologist → Science – surgeon , doctor, ICT → coder or gaming design).</p> <p>Benchmark 5: Invite staff/ parents to talk about their jobs.</p> <p>· Benchmark 8: Use circle time to explore aspirations and feelings about the future.</p> <p>about more jobs and hierarchy within familiar roles/ jobs</p> <p>(familiar roles or roles fulfilled by people they know who work in the local community)</p>	<p><b>Learning:</b></p> <p>to offer constructive support and feedback to others</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p><b>Learning:</b></p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>. About knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
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KS2 - As and when appropriate: strategies to manage transitions between classes and key stages Completed with pupils as necessary: about preparing to move to a new class/year group Also charity and community based initiatives : Healthy Schools, Garden projects, food bank support, Charity events such as MacMillan Coffee morning and Eco Schools to be covered

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p><b>Learning:</b></p> <p>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>to recognise their individuality and personal qualities</p> <p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>to recognise there are human rights, that are there to protect everyone</p> <p>about the relationship between rights and responsibilities</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home;</p>	<p><b>Learning:</b></p> <p>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>how to predict, assess and manage risk in different situations</p> <p>about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Introducing <b>simple household chores</b> (e.g., making their bed, helping to set the table, sorting laundry) and basic <b>kitchen safety rules</b> (e.g., not using sharp knives unsupervised, fire safety in the kitchen).</p> <p>about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p>	<p><b>Learning:</b></p> <p>about the different ways to pay for things and the choices people have about this</p> <p>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>o <b>Environmental Citizenship: Recycling, sustainability, and caring for public spaces</b></p>	<p><b>Learning:</b></p> <p>· <b>Benchmark 1: Create a careers journey map showing what pupils will learn each year.</b></p> <p>· <b>Benchmark 3: Use pupil profiles to track interests and evolving aspirations.</b></p> <p>· <b>Benchmark 4: Embed career links in core subjects (e.g. Maths → accountant, English → journalist).</b></p> <p>More about the jobs of people they meet regularly. Considering days and times they may work</p> <p>How do these roles help the wider community.</p> <p>Are there jobs which help us but we may not see them being done?</p> <p>Eg are school cleaners in school when children are? Other jobs which are often overlooked but we rely on them being done</p> <p>Very visible jobs – those we see on TV or the internet, sports celebrities – who is behind the scenes helping them?</p>	<p><b>Learning:</b></p> <p>o <b>Community and Volunteering: What is a community? How can we help others? Link to local charity initiatives.</b></p> <p>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p><b>Learning:</b></p> <p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Expanding on "how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know" and "respecting the differences and similarities between people".</p> <p>o <b>Age-appropriate content:</b> Discussing <b>physical boundaries and personal space</b>, understanding that they have the right to decide who touches them and where, and the importance of saying "no" firmly if uncomfortable.</p>



	<p>how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) how to make informed decisions about health</p> <p>about the elements of a balanced, healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>about what good physical health means; how to recognise early signs of physical illness</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>Visits to Dentists - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>				<p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>
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4	<p>Learning:</p> <p>o Law and Justice: Why do we have laws? Introduction to rules vs. laws, and consequences.</p> <p>about the different groups that make up their community; what living and contributing in a community means</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about discrimination: what it means and how to challenge it</p> <p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (and may help shape their future career)</p>	<p>Learning:</p> <p>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>o Digital Citizenship: Respectful online behaviour, privacy, and digital rights.</p> <p>about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p>	<p>Learning:</p> <p>to recognise that people make spending decisions based on priorities, needs and wants</p> <p>different ways to keep track of money</p> <p>to identify the ways that money can impact on people's feelings and emotions</p>	<p>Learning:</p> <p>· Benchmark 1: Continue to develop a careers journey map showing what pupils will learn each year.</p> <p>· Benchmark 2: Consider roles that the pupils may not have met – faith leaders, politicians, civil servants</p> <p>· Benchmark 3: Use pupil profiles to track interests and evolving aspirations. <b>Career Exploration:</b> "to identify the kind of job that they might like to do when they are older".</p> <p>about the different groups that make up their community; what living and contributing in a community means</p> <p>to value the different contributions that people and groups make to the community in terms of their job roles</p> <p>· Benchmark 4: Embed career links in core subjects (e.g. Maths → accountant, English → journalist).</p> <p>Discussing the <b>basic expectations of an employee</b> – showing up on time, following instructions, completing tasks, and working respectfully with colleagues, leading to earning money.</p>	<p>Learning:</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Learning:</p> <p>about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>the importance of seeking support if feeling lonely or excluded</p> <p>that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>
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5	<p><b>Learning:</b></p> <p>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>to recognise that feelings can change over time and range in intensity</p> <p>about everyday things that affect feelings and the importance of expressing feelings</p> <p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>to listen and respond respectfully to a wide range of people, including those whose</p>	<p><b>Learning:</b></p> <p>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>about the new opportunities and responsibilities that increasing independence may bring- how can they help in the home more as they grow older</p> <p>about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><b>Learning:</b></p> <p>About earning money and different ways to earn money – different jobs or hierarchy within roles can mean higher salaries.</p> <p>About basic budgeting – what do we need money for as adults. Bills, tax – basic intro</p> <p>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>o <b>Government and Parliament:</b> How laws are made, roles of MPs, and the Prime Minister.</p>	<p><b>Learning:</b></p> <p>· Benchmark 1: Continue to develop a careers journey map showing what pupils will learn each year.</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>· Benchmark 2: Consider roles that the pupils may not have met – faith leaders, politicians, civil servants</p> <p>· Benchmark 3: Use pupil profiles to track interests and evolving aspirations. <b>Career Exploration:</b> "to identify the kind of job that they might like to do when they are older".</p> <p>about the different groups that make up their community; what living and contributing in a community means</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>to value the different contributions that people and groups make to the community in terms of their job roles</p> <p>to further consider identify the kind of job that they might like to do when they are older</p> <p>about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p><b>Learning:</b></p> <p>o <b>Global Citizenship: Introduction to global issues (e.g., climate change, poverty) and the role of international organisations.</b></p> <p>to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p><b>Learning:</b></p> <p>Respectful and caring relationships including friends and family. Healthy family relationships. Diverse family units.</p> <p>about seeking and giving permission (consent) in different situations</p> <p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
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	<p>traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>Managing screen time and identifying trusted adults online</p> <p>Sharing personal information</p> <p>Understanding the concept of a <b>digital footprint</b> and how online actions (sharing images, comments) can have lasting consequences, focusing on privacy settings and responsible online behaviour.</p>				
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6	<p><b>Learning:</b></p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement (consider different faith and how they view death and the traditions they have around bereavement )</p> <p>o Human Rights and Equality: Deeper exploration of rights, discrimination, and protected characteristics.</p>	<p><b>Learning:</b></p> <p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>recognise ways in which the internet and social media can be used both positively and negatively</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>about how information on the internet is ranked, selected and targeted at specific individuals</p>	<p><b>Learning:</b></p> <p>about basic budgeting – what do we need money for as adults. Bills, tax further detail – planning monthly budget</p> <p>Understanding that financial difficulties can affect people's wellbeing and that support is available through various organisations to help manage debt or financial challenges.</p> <p>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>o Active Citizenship: Planning and leading a community action project (e.g., fundraising, awareness campaign).</p>	<p><b>Learning:</b></p> <p>· Benchmark 5: Organise enterprise projects with local business mentors.</p> <p>· Benchmark 6: Simulate workplace environments (e.g. classroom jobs, mock interviews).</p> <p>· Benchmark 7: Include visits to local places of work.</p> <p>· Benchmark 8: Begin structured conversations during transition points (e.g. Year 6 to Year 7).</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>Employability Skills:</b> some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation". Understanding the importance of <b>basic workplace rules</b> (e.g., health and safety protocols, respecting property) and how these contribute to a productive work environment.</p> <p>· that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p><b>Learning</b></p> <p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p><b>Learning</b></p> <p>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>that for some people gender identity does not correspond with their biological sex</p> <p>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>Online relationships and their risks</p>
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		<p>and groups; that connected devices can share information</p> <p>recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>		<p>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>		
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## KS3 and KS4

In KS3 and KS4 the classes have distinct PSHE/RSE, Citizenship and Careers lessons

7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Citizenship</b>	<p>o British Values: Democracy, rule of law, individual liberty, mutual respect, and tolerance.</p> <p>o Identity and Diversity: Exploring cultural heritage, migration, and inclusion.</p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens,</p>	<p>Parliament and the monarch</p> <p>The role of the royal family in modern Britain</p>	<p>Focus on Rights and Responsibilities</p> <p>What are Children's rights in the UK?</p> <p>What responsibilities do children have which would support those rights?</p>	<p>Children's Rights and responsibilities in the wider world</p>	<p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p>	<p>Focus on knife crime.</p> <p>How can we keep safe</p> <p>How can we influence change?</p>
<p>Careers</p> <p>Annual Careers week with employer engagement</p> <p>Eg STEM careers</p> <p>Visual careers map</p> <p>121 guidance sessions</p>	<p><b>Benchmark 1:</b> considering the careers programme and how this will help them to be prepared for their next steps.</p> <p><b>Benchmark 2:</b> Introduced to real-time LMI tools (e.g. Careerometer) in lessons.</p> <p><b>Benchmark 8:</b> Ensure access to 1:1 guidance at key decision points</p>	<p><b>Benchmark 3:</b> Introduce career action plans and goal-setting activities.</p> <p>Taking part in a small Enterprise project</p>	<p><b>Benchmark 4:</b> Make career links explicit in schemes of work (e.g. Science → STEM careers).</p> <p>Aspirations – what do I enjoy? What do I feel I am good at? What can I improve on?</p>	<p><b>Benchmark 4:</b> Make career links explicit in schemes of work (e.g. Science → STEM careers).</p> <p>Personal aspirations: understanding emotions, preferences, aspiration and personal strengths.</p> <p>Aiming high but maintaining realistic back up plans</p>	<p><b>Benchmark 5:</b> Attend career fairs and employer Q&amp;A panels (virtual and in person)</p>	<p><b>Benchmark 6:</b> Offer virtual work related visits to places of work and welcome visitors to discuss the world of work (virtual and in person)</p>

	Teamwork, enterprise skills and raising aspirations					
PSHE/ RSE	<p>Diet and healthy lifestyles – diet, exercise, hygiene</p> <p>Diversity, prejudice and bullying</p> <p>Menstrual health and hygiene for all genders</p> <p>(including addressing stigma, access to products and emotional response)</p> <p>Drugs education. Personal care. For example, ironing, sewing, cleaning</p>	<p><b>Learning more about</b></p> <p><b>Home Maintenance/Practical Skills</b></p> <p>Personal care. For example, ironing, sewing, cleaning</p> <p>Expanding practical skills to include <b>basic cooking and food hygiene</b> (e.g., preparing simple healthy meals, understanding food storage), <b>laundry basics</b> (sorting colours, using a washing machine), and general <b>home cleaning routines</b> (e.g., dusting, vacuuming).</p> <p>Personal safety inside and outside of school including First Aid, CPR and the use of defibrillators</p>	<p><b>Learning about</b></p> <p>different types of bank accounts, saving, borrowing, budgeting and income</p> <p><b>Living in a home incurs costs</b> such as rent/mortgage, utility bills (electricity, water), and council tax. How we can help to ensure they are manageable – turning off expensive electricity draining equip</p>	<p><b>Learning</b></p> <p>How to articulate a range of emotions accurately and sensitively using appropriate vocabulary</p> <p>Professionalism – how we can express frustration in the work place</p>	<p><b>Learning about</b></p> <p>Sexual orientation, gender identity and inclusion</p> <p>Attraction, gender fluidity and diverse family structures</p> <p>Intersectionality with faith and culture</p>	<p><b>Learning</b></p> <p>What makes a good friendship?</p> <p>Friendships and managing them- how friendships change, develop and may breakdown over time</p> <p>Being positive &amp; self esteem</p> <p>Pressure and influence</p> <p>Self Worth</p> <p>Consent and boundaries including verbal and non verbal clues</p> <p>A deeper exploration of <b>consent beyond physical contact</b>, including respecting privacy, asking permission before using someone's belongings, and understanding that consent must be ongoing and can be withdrawn at any time.</p> <p>Respect and relationships</p>
Year 8  Citizenship	<p>o Justice and Legal Systems: Youth justice, police powers, and restorative justice.</p> <p>o Media Literacy: Understanding bias, fake news, and responsible consumption of information.</p>	Local Government or local level councils – what are their functions?	The precious liberties enjoyed by the citizens of the United Kingdom	How are different countries different in terms of the individual liberties or lack of them	<p>Activism – what is it? Examples from within the UK</p> <p>The role of the media – bias and truth seeking</p>	How can we share our views and help to make changes when we feel strongly about a situation? What are wicked problems and how do we work together to try to overcome them?



	<p>The operation of Parliament, including voting and elections, and the role of political parties</p> <p>The role of the media – bias and truth seeking</p>					
Careers	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 2: Use real-time LMI tools in lessons.</li> <li>· Benchmark 3: Introduce career action plans and goal-setting activities.</li> </ul> <p>Equality of opportunity in careers and life choices</p>	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 4: further develop career links explicit in schemes of work (e.g. Science → STEM careers).</li> </ul> <p>Different types and patterns of work</p>	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 5: Host career fairs and employer Q&amp;A panels.</li> </ul> <p>Next steps – exploring the possibilities. College, apprenticeship, trainee roles</p>	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 6: Offer virtual work/ college visits</li> <li>· Benchmark 7: Include sessions on post-16 options with guest speakers.</li> <li>· Benchmark 8: Ensure access to 1:1 guidance at key decision points (e.g. accreditation options).</li> </ul> <p>Legal aspects of work – how long can children work?</p> <p>Minimum wage expectations</p> <p>Living Wage?</p>	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 8: Ensure access to 1:1 guidance at key decision points (e.g. accreditation options).</li> </ul> <p>Health and Safety in the Work place</p> <p>What governs H and S?</p> <p>What does this mean for people in work? Workers rights (and responsibilities)</p>	<p><b>Learning about</b></p> <ul style="list-style-type: none"> <li>· Benchmark 8: Ensure access to 1:1 guidance at key decision points (e.g. accreditation options).</li> </ul> <p>Basic intro to Application forms/ CV and interviews</p>
PSHE/ RSE	<p><b>Learning about</b></p> <p>Diet and healthy lifestyles – diet, exercise, hygiene- how can we improve our physical health?</p> <p>Who can we contact for support around our health?</p> <p>Mental health and emotional wellbeing including body image and coping strategies</p>	<p><b>Learning about</b></p> <p>Alcohol and drug mis-use and pressures relating to it</p> <p>Digital literacy, online safety and media reliability</p>	<p><b>Learning about</b></p> <p>Online sales techniques to encourage more and more spending</p> <p>Online Gambling hooks</p>	<p><b>Learning about</b></p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><b>Learning about</b></p> <p>Healthy relationships</p> <p>What is love?</p> <p>Introduction to contraception</p>	<p><b>Learning about</b></p> <p>Dealing with conflict Sexual orientation, gender identity and the Equality Act</p> <p>Periods &amp; Menstrual cycles</p>
Year 9 Citizenship	<p><b>Learning about</b></p> <p>o Political Literacy: Political parties, elections,</p>	<p><b>Learning about</b></p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together</p>	<p><b>Learning about</b></p> <p>Participation in a community-based project</p>	<p><b>Learning about</b></p> <p>Ongoing participation in a community-based project</p>	<p><b>Learning about</b></p> <p>Ongoing participation in a community-based project</p>	<p><b>Learning about</b></p> <p>Evaluation of the community based project what we have learned,</p>

	<p>and how to engage in democratic processes.</p> <p>o Ethical Citizenship: Debating moral dilemmas (e.g., freedom of speech vs. hate speech).</p>	<p>to improve their communities, including opportunities to participate in school-based activities</p> <p>Planning a community based project to take part in over the Spring and Summer term</p>	(as appropriate to the needs of the pupils- may be a background role or in the community action role)	(as appropriate to the needs of the pupils- may be a background role or in the community action role)	(as appropriate to the needs of the pupils- may be a background role or in the community action role)	what went well and what we could have done better
Careers	<p><b>Learning about</b></p> <p>· <b>Benchmark 4: Making career links explicit in schemes of work (e.g. Science → STEM careers).</b></p> <p><b>Benchmark 8: access to 1:1 guidance at key decision points</b></p> <p>Employability and online presence</p>	<p><b>Learning about</b></p> <p><b>basic employee rights</b> (e.g., minimum wage, safe working conditions, protection from discrimination).</p>	<p><b>Learning about</b></p> <p>Exploring <b>employee responsibilities</b> (e.g., maintaining professionalism, adhering to company policies, protecting confidential information)</p>	<p><b>Learning about</b></p> <p>· <b>Benchmark 3: Introducing career action plans and goal-setting activities.</b></p> <p>Setting goals, learning strengths, career options and goal setting</p>	<p><b>Learning about</b></p> <p>· <b>Benchmark 5: career fairs and employer Q&amp;A panels.</b></p> <p>· <b>Benchmark 7: work related learning sessions with guest speakers (virtual or in person) .</b></p>	<p><b>Learning about</b></p> <p>· <b>Benchmark 6: Researching and attending virtual work experience or job shadowing.</b></p>
PSHE / RSE	<p><b>Learning about</b></p> <p>Diet, exercise, lifestyle balance and healthy choices - how can we improve our physical health?</p> <p>Who can we contact for support around our health?</p>	<p><b>Learning about</b></p> <p>First Aid</p> <p>First Aid Course over the half term</p>	<p><b>Learning about</b></p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>Creating a budgets for meal planning</p>	<p><b>Learning about</b></p> <p>Tackling discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> <p>How can we help to irradicate discrimination?</p>	<p><b>Learning about</b></p> <p><b>Healthy relationship cont.</b></p> <p><b>Including non binary identities and affirming language</b></p> <p><b>Respectful relationships</b></p> <p><b>Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation</b></p> <p><b>Families and parenting, healthy relationships, conflict resolution and relationship changes.</b></p> <p><b>Relationship breakdown</b></p> <p><b>Sexual consent and the law</b></p> <p><b>Delaying sexual activity – why have sex?</b></p> <p><b>Sexual harassment &amp; stalking</b></p>	<p><b>Learning about</b></p> <p><b>Healthy relationship cont.</b></p> <p><b>Including non binary identities and affirming language</b></p> <p><b>Relationships and sex education including consent, contraception and the risks of STIs.</b></p> <p><b>Pleasure &amp; masturbation</b></p> <p><b>Attitudes towards pornography.</b></p> <p><b>HIV &amp; AIDS - discrimination &amp; prejudice</b></p> <p><b>Intersectionality with faith and culture</b></p> <p><b>Unwanted contact</b></p>

Year 10 <b>Citizenship</b>	<p>Learning about:</p> <ul style="list-style-type: none"> <li>o Citizenship in Action: Rights and responsibilities in the workplace, consumer rights, and civic duties.</li> </ul>	<p>Learning about:</p> <ul style="list-style-type: none"> <li>o Global Interdependence: Trade, conflict, and international cooperation (e.g., UN, EU).</li> </ul> <p>The influence of influencers</p>	<p>Learning about:</p> <p><b>consumer rights</b> and seeking advice (e.g., Citizens Advice Bureau)</p>	<p>Learning about:</p> <p>addressing extremism and radicalisation</p> <p>Community cohesions and challenging extremism</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Learning about:</p> <p><b>Project with year 11</b></p> <p><b>Taking an active part – considering an issue which is important to us – find out more</b></p>	<p>Learning about:</p> <p><b>Project with year 11</b></p> <p><b>Taking an active part – considering an issue which is important to us - take action- raising money for a cause - writing to our MP - influencing others?</b></p>
<b>Careers</b>  Annual Careers week with employer engagement  Eg STEM careers  Visual careers map  121 guidance sessions	<p>Learning about</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Embed careers into life skills and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 2: Use LMI to compare job sectors, salaries, and qualifications, qualification needed for next step choices .</li> <li>· Benchmark 3: Tailored support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Linking curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 5: Expanding employer encounters</li> </ul> <p>Preparation for and evaluation of work opportunities.</p>	<p>Learning about</p> <p>Readiness for work.</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Continue to embed careers into PSHE and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 2: Use LMI to compare job sectors, salaries, and qualifications.</li> <li>· Benchmark 3: Tailor support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Linking curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 8: attending personalised guidance with follow-up action plans</li> </ul>	<p>Learning about</p> <p>Assess areas of strength and development, acting on feedback</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Continue to embed careers into PSHE and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 3: Tailor support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Link curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 8: Attend personalised guidance with follow-up action plans</li> </ul>	<p>Learning about</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Continue to embed careers into PSHE and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 2: Use LMI to compare job sectors, salaries, and qualifications.</li> <li>· Benchmark 3: Tailor support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Further Link curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 5: Expanding employer encounters</li> <li>· Benchmark 8: Attend personalised guidance with follow-up action plans</li> </ul>	<p>Learning about</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Continue to embed careers into PSHE and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 2: Use LMI to compare job sectors, salaries, and qualifications.</li> <li>· Benchmark 3: Tailored support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Linking curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 5: Expanding employer encounters</li> <li>· Benchmark 7: Provide structured visits to FE/HE institutions and apprenticeship providers.</li> <li>· Benchmark 8: Attend personalised guidance with follow-up action plans</li> </ul>	<p>Learning about</p> <ul style="list-style-type: none"> <li>· Benchmark 1: Continue to embed careers into PSHE and RSE lessons (e.g. financial literacy → budgeting for independence).</li> <li>· Benchmark 2: Use LMI to compare job sectors, salaries, and qualifications.</li> <li>· Benchmark 3: Tailored support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 4: Link curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</li> <li>· Benchmark 5: Expanding employer encounters</li> <li>· Benchmark 7: Attend structured visits to FE/HE institutions and apprenticeship providers.</li> <li>· Benchmark 8: Attend personalised guidance with follow-up action plans</li> </ul>

PSHE/RSE	<p>Learning about:</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Recognising triggers and responding to unhealthy coping strategies such as self-harm</p> <p>Developing empathy and understanding about how actions can affect people's mental health</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Learning about:</p> <p>Strategies to develop resilience to peer and other influences that affect their health and well-being</p> <p><b>Housing Options: Understanding the differences, pros, and cons of renting vs. buying a home, and exploring various types of housing (e.g., flats, houses, social housing).</b></p> <p>Be aware of algorithms and targeted content</p> <p>Digital footprint Exploitation online , privacy settings</p> <p>Being aware of the influence of social media algorithms and targeted advertising on self-esteem, body image, and consumer choices, and developing strategies for digital resilience</p>	<p>Learning about:</p> <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Comprehensive understanding of <b>financial support for higher education</b> (e.g., student loans, grants, scholarships), different types of <b>benefits or welfare support</b> available for young adults in various circumstances (e.g., unemployment, disability), and <b>where to seek advice for debt management or</b></p> <p><b>Financial Aspects of Housing, Tenancy, Home Maintenance, Life Skills): This is a critical area for explicit, practical learning.</b></p>	<p>Learning about</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> <p>Is discrimination ever a good thing?</p> <p>Groups who tackle discrimination such as 'Show racism the red card'</p> <p>What is positive discrimination?</p>	<p>Learning about:</p> <p><b>Healthy relationships and when relationships breakdown</b></p> <p>Seeking support</p> <p>Identifying and understanding how to access a <b>range of local and national support services</b> for mental health concerns, relationship issues, bullying, or exploitation, and the importance of confidentiality</p> <p>Relationships and sex expectations, myths, pleasure and challenges including the impact of the media and pornography</p> <p><b>Mutual respect</b></p> <p>Media portrayal of body shapes, how to critically appraise what they see and manage feelings about this</p>	<p>Learning about:</p> <p><b>Healthy relationship cont.</b></p> <p>Including non binary identities and affirming language</p> <p>FGM</p> <p>Sexting</p> <p>Domestic abuse and violence</p> <p>What does it mean to be a man in modern Britain- what is Toxic masculinity?</p> <p>What is coercive control?</p> <p>Sexual violence</p>
Year 11 Citizenship	<p>Learning about:</p> <p><b>o Preparing for Adulthood: Voting, taxes, legal rights at 16/18, and civic participation.</b></p>	<p>Learning about:</p> <p>Emergency first aid skills</p> <p>How to assess emergency and non-emergency situations and contact appropriate services</p>	<p>Learning about:</p> <p><b>o Social Justice and Advocacy: Campaigning, lobbying, and making change through democratic means</b></p>	<p>Learning about:</p> <p>Addressing extremism and radicalisation and challenging extremism</p> <p>Community cohesions</p>	<p>Learning about:</p> <p><b>Project with year 10</b></p> <p><b>Taking an active part – considering an issue which is important to us – find out more</b></p>	<p>Learning about:</p> <p><b>Project with year 10</b></p> <p><b>Taking an active part – considering an issue which is important to us - take action- raising money for a cause - writing to our MP - influencing others?</b></p>
Careers	<p>Learning about:</p> <p>· Benchmark 1: Continue to embed careers into PSHE/ Citizenship and RSE lessons (e.g. financial</p>	<p>Learning about:</p> <p>· Benchmark 4: Link curriculum to employability (e.g. English → CV writing, ICT → LinkedIn profiles).</p>	<p>Learning about:</p> <p>· Benchmark 5: Expanding employer encounters to include mock interviews and mentoring.</p> <p>· Benchmark 7: Provide structured visits to post 16 institutions and</p>	<p>Learning about:</p> <p>· Benchmark 7: Provide structured visits to post 16 institutions and apprenticeship providers. (Visiting colleges/ transition visits)</p>	<p>Learning about:</p> <p>· Benchmark 6: Facilitate real work experience placements.</p> <p>· Benchmark 7: Provide structured visits to post 16 institutions and apprenticeship</p>	<p>· Benchmark 6: Facilitate real work experience placements.</p> <p>· Benchmark 7: Provide structured visits to post 16 institutions and apprenticeship providers. transition visits)</p>

	<p>literacy → budgeting for independence).</p> <ul style="list-style-type: none"> <li>· Benchmark 3: Tailor support for SEND and disadvantaged pupils with bespoke guidance.</li> <li>· Benchmark 7: Provide virtual tours of post 16 institutions</li> <li>· Benchmark 8: Attend personalised guidance with follow-up action plans.</li> </ul> <p>How to balance ambition and unrealistic expectations</p> <p>Application processes, Interview technique, skills for further education and career progression</p> <p>Visiting colleges</p>	<p>Application processes, Interview technique, skills for further education and career progression</p> <ul style="list-style-type: none"> <li>· Benchmark 7: Provide structured visits to post 16 institutions and apprenticeship providers. (Visiting colleges/ transition visits)</li> </ul>	<p>apprenticeship providers. (Visiting colleges/ transition visits)</p> <p>A detailed understanding of <b>employment contracts, payslips</b> (including gross vs. net pay, tax, and National Insurance contributions), the role of <b>trade unions</b>, and fundamental <b>employment law concepts</b> such as notice periods and unfair dismissal.</p>		<p>providers. (Visiting colleges/ transition visits)</p>	
PSHE/RSE	<p>Learning about:</p> <p>About the links between lifestyle and some cancers/ health issues</p> <p>About the importance of screening and how to perform self -examination</p> <p>About vaccinations and immunisations</p> <p>about registering with and accessing doctors, <b>sexual health clinics</b>, opticians and other health services</p> <p>About blood, organ and stem cell donation</p>	<p>Learning about:</p> <p>Tenancy: Learning about tenancy agreements, tenant rights and responsibilities (e.g., paying rent on time, reporting repairs, looking after the property), and landlord responsibilities.</p> <p>Household Budgeting: Developing skills in budgeting for household expenses (e.g., utilities, food, council tax, entertainment), and understanding the importance of home insurance.</p> <p>Advanced Home Skills: Building on earlier learning to include meal planning and budgeting for groceries, reading nutritional labels, and</p>	<p>Learning about:</p> <p>Further work around debt and financial support available eg for higher education (e.g., student loans, grants, scholarships), different types of benefits or welfare support available for young adults in various circumstances (e.g., unemployment, disability), and where to seek advice for debt management or consumer rights (e.g., Citizens Advice Bureau).</p>	<p>Learning about:</p> <p>How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</p> <p>Moving home - student life living away at Uni or semi independent living</p>	<p>Learning about:</p> <p><b>Healthy relationship cont.</b></p> <p><b>Including non binary identities and affirming language</b></p> <p><b>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</b></p> <p><b>Peer on peer bullying</b></p> <p><b>Fertility and what it impacts</b></p> <p><b>Including non binary identities and affirming language</b></p> <p><b>Ongoing and revocable consent</b></p>	<p>Learning about:</p> <p><b>Healthy relationship cont.</b></p> <p><b>Including non binary identities and affirming language</b></p> <p><b>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</b></p> <p><b>Including non binary identities and affirming language</b></p>

	<p>Benefits of a balanced approach to spending time online</p> <p>Alcohol, sleep, diet, exercise and making informed choices</p> <p>Self-efficacy</p> <p>Stress management, recognising the signs of common mental and emotional health concerns and future opportunities</p> <p>Strategies and skills to identify and access sources of help</p> <p>How to manage the judgement of others and challenge stereotyping</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>developing proficiency in laundry and general cleaning tasks.</p> <p><b>Home Safety and Maintenance:</b> Understanding the importance of regular home safety checks (e.g., smoke alarms, carbon monoxide detectors), and knowledge of <b>basic home maintenance tasks</b> (e.g., changing a lightbulb, unblocking a drain, basic DIY repairs</p> <p>Recognizing algorithms and targeted content</p> <p>Critically appraising the influence of social media algorithms and targeted advertising on self-esteem, body image, and consumer choices, and developing strategies for digital resilience</p>			<p>Sexual Health Screening and access</p>	
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