

### Rationale and Links to The National Curriculum

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) education, Careers education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing). The Life Skills programme has been built using the PSHE association national programme of study as is signposted by the DfE.

**Term 1 -Autumn Term** – Rationale - To develop student self-awareness and self-confidence through exploring their unique personal identity and identifying core values - for students to consider how identity and values can support their goal setting for the future. To develop students' skills to support learning e.g. teamwork and organisation and to ensure they understand school rules and key people who can help with their transition. For students to understand how to demonstrate respect and empathy for others in Carnforth High School's community. Understanding ways in which they can advocate for those around them. To develop student's self-management, self-control and independence in relation to their time, sleep, diet, exercise, feelings, money, relationships and mental health.

**PSHE Association's Programme of Study (2025) - Health and Wellbeing (H1, H2, H5, H6-16), Living in the Wider World (L1, L2, L4, L6, L15-20) Relationships (R1, R2, R33)**

**Citizenship NC Links** - KS3: Encourages understanding of the precious liberties enjoyed by UK citizens and the roles of citizens in a democratic society.

**SMSC Links: Spiritual:** Encourages self-reflection, personal growth, and understanding of one's place in the world. Develops collaboration, communication, and responsibility within group settings. Encourages resilience and personal development during change. **Moral:** Supports development of a personal moral compass and ethical decision-making. Reinforces understanding of rules, fairness, and respect for authority. **Social:** Builds confidence to engage with others and contribute positively to society. **Cultural:** Promotes appreciation of diverse values and beliefs. Encourages understanding of how personal habits and values relate to wider societal norms.

**Careers Links: Gatsby Benchmark 3:** Addressing the needs of each pupil - Encouraging students to explore their identity and values ensures that career education is personalized and inclusive. This supports students in setting meaningful, authentic goals aligned with who they are. **Gatsby Benchmark 8:** Personal guidance One-on-one or small group guidance can help students reflect on their identity and values in relation to career planning.

**Term 2 – Spring Term** – Rationale - To develop student empathy and compassion as they look at how bullying impacts upon the lives of themselves and others. To expose students to a wide range of others experiences to help them to build respect for others, their choices, their backgrounds, their cultures. To develop student self-confidence, self-worth, and self-management through looking at the impacts of peer pressure, what makes up a good friendship and how to maintain friendships. To ensure they know what constitutes as abuse – online, peer on peer and within friendships. To develop student self-management as they go through puberty, to encourage and give them tools to make choices to help them navigate puberty confidently and compassionately. To begin to develop student awareness of other cultures, ethnicities, and beliefs, to ensure students understand what immigration is, why it happens and how we can empathise with those who immigrate.

**PSHE Association's Programme of Study (2025) - Relationships (R1 ,R2, R3,R4, R10, R12, R13, R19, R20, R29, R38), Health and Wellbeing (H1, H2, H5, H6 H17-20), Living in the Wider World (L6, L7, L8).**

**Citizenship NC Links** - KS3: Respect for others and the importance of individual liberty. KS3: The diverse national, regional, religious and ethnic identities in the UK. KS3: The roles of citizens KS3: The UK's role in international organisations and the global community.

**SMSC Links: Spiritual:** Encourages self-reflection and emotional growth during puberty and personal change. Supports the development of self-worth, identity, and purpose. Fosters compassion and understanding of others' experiences and feelings. **Moral:** Helps students distinguish right from wrong in the context of bullying, abuse, and peer influence. Encourages responsible decision-making in friendships and online behaviour. Promotes understanding of fairness, justice, and the importance of standing up for others. **Social:** Encourages empathy and compassion through understanding the impact of bullying. Promotes positive relationships by exploring peer pressure, friendships, and how to maintain them. Supports respectful interaction and cooperation within diverse communities. Builds communication and self-management skills during puberty and adolescence. **Cultural:** Promotes respect for different backgrounds, cultures, and beliefs. Builds awareness of immigration, its causes, and how to empathise with those who migrate. Encourages appreciation of diversity and inclusion within the school and wider society.

**Term 3 – Summer Term** – Rationale - To ensure students understand what immigration is, why it happens and how we can empathise with those who immigrate. To help students understand what extremism is, how to spot extreme viewpoints and how to navigate peer pressure. To ensure that students know how to differentiate between healthy and unhealthy relationships. To help them learn strategies to deal with rejection and understand how human production works.

**PSHE Association's Programme of Study (2025) – Relationships (R1-4, R19-22), Living in the Wider World (L9,L10,L11), Health and Wellbeing (H5, H6, H30-33)**

**Citizenship NC Links - KS3** : Pupils should learn about the diverse national, regional, religious and ethnic identities in the UK and the roles played by public institutions and voluntary groups in promoting community cohesion and mutual respect. KS3: Pupils are taught to explore political and social issues critically, debate and evaluate viewpoints, and understand the role of law and justice in protecting democratic values and individual freedoms. This also supports the promotion of fundamental British values, including democracy, the rule of law, and individual liberty.

**SMSC Links: Spiritual:** Encourages self-reflection and emotional growth through understanding rejection and navigating relationships. Supports personal development and identity formation, particularly in relation to empathy and compassion for others, including immigrants. Promotes a sense of purpose and belonging through understanding human reproduction and life transitions. **Moral:** Helps students distinguish right from wrong by exploring healthy vs. unhealthy relationships and recognising abuse or manipulation. Encourages ethical thinking and responsible decision-making when faced with peer pressure or extreme viewpoints. Promotes fairness, justice, and empathy in understanding the experiences of immigrants and those from different backgrounds. **Social:** Builds interpersonal skills through learning about friendships, rejection, and respectful relationships. Encourages active participation in discussions about extremism, peer influence, and social responsibility. Develops communication and cooperation skills essential for navigating diverse social environments. **Cultural:** Promotes respect and appreciation for cultural diversity through learning about immigration and different life experiences. Encourages understanding of how cultural identity shapes perspectives and values. Supports awareness of how societal issues like extremism and discrimination affect communities.

	Term 1	Term 2	Term 3
Key Topics	<ul style="list-style-type: none"> <li>➤ That they have unique strengths and qualities which are valuable</li> <li>➤ Strategies to successfully self-manage aspects of their lives such as sleep, diet and time</li> <li>➤ How to demonstrate respect &amp; empathy for others</li> </ul>	<ul style="list-style-type: none"> <li>➤ A range of strategies to keep themselves safe online and how to identify red flags within relationships.</li> <li>➤ How they might think and behave independently, spotting peer pressure and peer on peer abuse. Knowing a range of strategies to be resilient against these pressures.</li> <li>➤ How to respect others within friendships and relationships and how to be respected within those relationships.</li> <li>➤ A range of strategies to manage the physical, emotional and mental changes during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why others might immigrate and develop extreme views to be able to show empathy towards others</li> <li>➤ How to advocate for themselves within a relationship, how to navigate attraction and rejection</li> <li>➤ How to build resilience in the face of rejection and in relation to their own self-concept and self-image.</li> <li>➤ A range of strategies to know how to say no to substances and how to keep themselves safe.</li> </ul>
Substantive Knowledge (The knowledge the students will develop)	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know examples of skills/strengths/personal qualities that people might have e.g. independence (<i>lesson 2</i>)</li> <li>➤ Know some of their interests, values and personal identity to others (<i>lesson 2 &amp; 3</i>)</li> <li>➤ Be able to explain their beliefs to others, with reasoning behind where that belief has come from (<i>lesson 2 &amp; 3</i>)</li> <li>➤ Know the strengths and weaknesses of their skill set and understand how different skills can be applied within the school community (<i>lesson 3</i>)</li> <li>➤ Know what Human Rights are (<i>lesson 4</i>)</li> <li>➤ Know 3 examples of basic human rights (<i>lesson 4</i>)</li> <li>➤ Know what temperature water is when it is considered 'cold water' (<i>lesson 5</i>)</li> <li>➤ Know at least 3 dangers of cold water (<i>lesson 5</i>)</li> <li>➤ Know how to reduce the risks when around or in cold water (<i>lesson 5</i>)</li> <li>➤ Know at least 3 strategies to manage their time effectively (<i>lesson 6</i>)</li> <li>➤ Know at least 3 strategies to manage their sleep effectively (<i>lesson 7</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know how to identify how a good friend might behave (<i>lesson 14</i>)</li> <li>➤ Know how to describe what a good friendship would look and feel like (<i>lesson 14</i>)</li> <li>➤ Know the benefits of having good friendships (<i>lesson 14</i>)</li> <li>➤ Know the issues caused by poor friendships (<i>lesson 14</i>)</li> <li>➤ Know a range of issues and situations online that could cause them to be unsafe (<i>lesson 15</i>)</li> <li>➤ Know a range of strategies to protect themselves online (<i>lesson 15</i>)</li> <li>➤ Know a range of issues involved with using social media and how to protect themselves against them (<i>lesson 16</i>)</li> <li>➤ Know a range of benefits associated with social media and how to ensure those benefits are utilised if they choose to use social media (<i>lesson 16</i>)</li> <li>➤ Know how to identify whether something is 'banter' or bullying (<i>lesson 17</i>)</li> <li>➤ Know a range of strategies to employ if they or someone else is being bullied (<i>lesson 17</i>)</li> <li>➤ Know what counts as cyberbullying (<i>lesson 18</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know that most people who immigrate to the UK do so due to education and work (<i>lesson 27</i>)</li> <li>➤ Know factors that cause immigration around the world (<i>lesson 27</i>)</li> <li>➤ Know what extremism is (<i>lesson 28</i>)</li> <li>➤ Know how extreme views may develop (<i>lesson 28</i>)</li> <li>➤ Know some strategies to spot extreme viewpoints (<i>lesson 28</i>)</li> <li>➤ Know their own strengths and aspects of their own character (<i>lesson 29</i>)</li> <li>➤ Know some of the things that make up a healthy and an unhealthy romantic relationship (<i>lesson 29</i>)</li> <li>➤ Know how attraction to another person can impact upon your behaviour, emotions and other relationships (<i>lesson 30</i>)</li> <li>➤ Know strategies to deal with rejection (<i>lesson 30</i>)</li> <li>➤ Know how human reproduction works (<i>lesson 31</i>)</li> <li>➤ Know how to label the male and female reproductive system (<i>lesson 31</i>)</li> <li>➤ Know how attraction can impact upon someone's feelings, thoughts and behaviours (<i>lesson 32</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Know at least 3 ways they can manage their diet effectively (<i>lesson 8 &amp; 9</i>)</li> <li>➤ Know at least 3 healthy coping strategies to regulate their emotions (worry &amp; anger) (<i>lesson 10</i>)</li> <li>➤ Know at least 3 simple strategies someone could use to help build resilience to negative opinions (<i>lesson 3,4,10</i>)</li> <li>➤ Know examples of financial needs (<i>lesson 11</i>)</li> <li>➤ Know examples of financial wants (<i>lesson 11</i>)</li> <li>➤ Know the difference between financial wants and financial needs (<i>lesson 11</i>)</li> <li>➤ Know the characteristics of mental &amp; emotional health (<i>lesson 12</i>)</li> <li>➤ Know at least 3 strategies someone could use for managing their mental and emotional health (<i>lesson 10, 12</i>)</li> <li>➤ Know at least 3 strategies to help them listen well to someone (<i>lesson 13</i>)</li> <li>➤ Know how listening or not listening can impact upon relationships (<i>lesson 13</i>)</li> <li>➤ Know at least 3 potential barriers someone might have to making healthy choices (<i>lesson 6, 7, 8, 9, 10, 11, 12</i>).</li> <li>➤ Know how they or someone else might manage those barriers to make healthier choices (<i>lesson 6, 7, 8, 9, 10, 11, 12</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know a range of strategies of how to help themselves or someone else if they are being cyberbullied (<i>lesson 18</i>)</li> <li>➤ Know what peer-pressure is (<i>lesson 19</i>)</li> <li>➤ Know how they might react in a variety of situations related to peer pressure (<i>lesson 19</i>)</li> <li>➤ Know the characteristics of a healthy online relationship (<i>lesson 20</i>)</li> <li>➤ Know the warning signs of an online relationship that could be abusive (<i>lesson 20</i>)</li> <li>➤ Know what online bullying is and how to identify it (<i>lesson 20</i>)</li> <li>➤ Know strategies to help themselves or others if they are victims of online bullying (<i>lesson 20</i>)</li> <li>➤ Know what constitutes as peer-on-peer abuse (<i>lesson 21</i>)</li> <li>➤ Know the support networks that are available to them (<i>lesson 21</i>)</li> <li>➤ Know what would happen if they were to report peer-on-peer abuse informally and formally (<i>lesson 21</i>)</li> <li>➤ Know the physical and emotional changes that occur during puberty (<i>lesson 22</i>)</li> <li>➤ Know how to manage the physical and emotional changes that occur during puberty (<i>lesson 24</i>)</li> <li>➤ Know how to describe strategies to manage the physical, mental and emotional changes that occur during puberty (<i>lesson 24</i>)</li> <li>➤ Know how the menstrual cycle works for females (<i>lesson 25</i>)</li> <li>➤ Know strategies to effectively manage a period for females, including practical, emotional and mental strategies (<i>lesson 25</i>)</li> <li>➤ Know what a census is and that completing it accurately is a legal requirement (<i>lesson 26</i>)</li> <li>➤ Know the current ethnic mix of the UK based on the most recent census (<i>lesson 26</i>)</li> <li>➤ Know the benefits and issues that might arise from living in a multi-ethnic society (<i>lesson 26</i>)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know strategies to deal with attraction (<i>lesson 32</i>)</li> <li>➤ Know strategies to deal with rejection (<i>lesson 32</i>)</li> <li>➤ Know what FGM is, why it happens, and barriers people have to reporting it (<i>lesson 33</i>)</li> <li>➤ Know what to do if they ever suspect FGM has happened, might happen or is happening (<i>lesson 33</i>)</li> <li>➤ Students to understand the risks of vaping and smoking (<i>lesson 34</i>)</li> <li>➤ Know what an alcoholic unit is and how it affects the body (<i>lesson 35</i>)</li> <li>➤ Know the short term and long-term risks of alcohol (<i>lesson 35</i>)</li> <li>➤ Know how the risks of drinking alcohol could be reduced (<i>lesson 35</i>)</li> <li>➤ Know the side effects and risks of cannabis (<i>lesson 36</i>)</li> <li>➤ Know what they might do if offered cannabis and how to say no (<i>lesson 36</i>)</li> </ul>
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<p>Developing agency, independence, strategies to manage influence and decision making. Developing goal setting, organisation skills (time management, self-management/regulation) &amp; self-awareness in relation to:</p> <ul style="list-style-type: none"> <li>➤ Personal Identity &amp; Values</li> <li>➤ Self-Confidence</li> <li>➤ Learning skills &amp; Teamwork</li> <li>➤ Respect in school</li> </ul>	<p>Developing empathy, compassion, integrity, independence, resilience, respect, self-confidence, self-worth and empathy in relation to:</p> <ul style="list-style-type: none"> <li>➤ Making and maintaining friendships</li> <li>➤ Identifying and challenging bullying</li> <li>➤ Communicating online</li> <li>➤ Peer on Peer Abuse</li> <li>➤ Puberty and managing change</li> <li>➤ Identity &amp; self-concept</li> </ul>	<p>Developing assertive communication, risk management and support-seeking skills, empathy, advocacy, resilience, respect, agency, independence and decision-making skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Diversity &amp; Immigration</li> <li>➤ Relationship choices</li> <li>➤ Consent</li> <li>➤ Navigating Attraction</li> <li>➤ Sexuality</li> <li>➤ Drugs, alcohol and tobacco</li> <li>➤ Entrepreneurship</li> </ul>
<b>Assessment</b> (The methods that	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>

teachers will use to assess the progress of all students)	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>
<b>Reading, Writing and Vocabulary</b>	<p>Key Vocabulary =</p> <p>Empathy Self-regulation Anger Rights Hygiene Worry Consent Nutrition Tombstoning Citizenship Calories Cold Water Influential Time management Self-awareness Motivation Mental health</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary =</p> <p>Bullying Banter Restrict Cyberbullying Peer pressure Bystander Jealousy Discrimination Embarrassing Body shaming Sexualised bullying Peer Abuse Puberty Ethnicity Nationality Sexuality Census Multi-ethnic Identity</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary =</p> <p>Immigration Extremism Terrorism Consent Uterus Sperm Reproduction Attraction FGM Smoking Vaping Unit of alcohol Dehydrated Cannabis Addiction</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>➤ Working out the differences between financial needs and wants. To identify the link between cost-price and sale-price of goods. To decide what gives products and money worth.</li> <li>➤ Examining the data on nutritional information on food packaging.</li> <li>➤ Time management tasks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analysing migration data and interpretation of pie charts and line graphs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical migration tasks where students calculate net migration.</li> <li>➤ Analysing migration data and interpretation of pie charts and line graphs.</li> <li>➤ Calculating units of alcohol based upon alcohol consumption scenarios</li> </ul>
<b>Personal Development</b>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are</p>

	aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.	aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.	aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.
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# Life Skills Curriculum Map



## Year 8

### Rationale and Links to The National Curriculum

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) education, Careers education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing). The Life Skills programme has been built using the PSHE association national programme of study as is signposted by the DfE.

**Term 1 -Autumn Term** – Rationale - To develop empathy through exploring the ways that others may experience prejudice and discrimination, to see the value of advocating for others and to understand the positive impact that this would have on their communities and the world. To develop student's skills of independence when considering how they themselves might act as active bystanders.

**PSHE Association's Programme of Study (2025) – Relationships (R13, R19, R33-R38), Living in the Wider World (L6, L7, L9-11).**

**Citizenship NC Links** - How citizens work together to improve their communities, which supports learning about advocacy, empathy, and social justice. Pupils should learn about the nature of rules and laws, the justice system, and how laws are upheld. To develop skills to debate, evaluate viewpoints, and take informed action, which directly supports the development of active bystander behaviours and responsible citizenship.

**SMSC Links: Spiritual:** Encourages students to reflect on their own values and beliefs in relation to justice, fairness, and empathy. Promotes a sense of purpose and personal responsibility through understanding the impact of advocacy and standing up for others. **Moral:** Helps students recognise right and wrong in the context of prejudice, discrimination, and social justice. Encourages ethical decision-making and the courage to act as active bystanders in challenging situations. **Social:** Builds interpersonal and communication skills through discussions about fairness, inclusion, and advocacy. Promotes active participation in the school and wider community by encouraging students to support others and challenge injustice. **Cultural Development:** Fosters respect for diversity by exploring the experiences of those from different backgrounds. Encourages appreciation of how cultural identity and lived experiences shape perspectives and the importance of inclusive communities.

**Term 2 -Spring Term** – Rationale - To develop respect for themselves by learning skills for agency and managing influence – with the purpose of having a range of strategies to help them withstand peer pressure in relation to drugs.

**PSHE Association's Programme of Study (2025) - Health and Wellbeing (H18-21)**

**Citizenship NC Links** - Understanding the law and justice system: Students learn about the nature of rules and laws, including those related to drug use and personal safety. This helps them understand the legal implications of substance misuse and the importance of making informed, lawful choices. Exploring political and social issues critically: Substance misuse and peer influence are social issues that students can explore to understand their impact on individuals and communities, promoting responsible citizenship. Understanding the roles of citizens in improving communities: By learning to resist negative influences and act responsibly, students contribute positively to their school and wider community

**SMSC Links: Spiritual:** Encourages self-reflection and personal growth by helping students understand their values and boundaries. Supports the development of self-respect and inner strength to make independent, healthy choices.

**Moral:** Promotes ethical decision-making by helping students distinguish right from wrong in the context of substance use and peer influence. Reinforces the importance of personal responsibility and integrity when faced with pressure. **Social:** Builds resilience and interpersonal skills by preparing students to manage peer relationships and influence. Encourages active participation in promoting safe, respectful behaviour within their peer group and wider community. **Cultural:** Supports understanding of how societal norms and expectations around substance use vary across cultures. Encourages respect for laws and community standards related to health and safety.

**Term 3 -Summer Term** – Rationale - To develop respect for themselves by learning skills for agency and managing influence – with the purpose of having a range of strategies to help them withstand pressure to conform to gender stereotypes and use of pornography. To ensure students understand how to keep themselves safe within relationships. To ensure students know how to respond when first aid is required. To develop student self-awareness and self-confidence through evaluating their progress and considering their aspirations and career goals.

**PSHE Association's Programme of Study (2025) – Relationships (R19-23, R38, R39), Health and Wellbeing (H18, H30), Living in the Wider World (L1-L3, L6)**

**Citizenship NC Links** - "The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals" This supports understanding of legal protections in relationships and the importance of safeguarding and consent. "The roles played by public institutions and voluntary groups in society" This includes understanding the role of emergency services and how citizens can contribute to community safety and wellbeing.

**SMSC Links: Spiritual:** Encourages students to reflect on their personal values, identity, and aspirations, supporting self-awareness and confidence. Promotes a sense of purpose and agency in resisting harmful influences such as gender stereotypes and pornography. **Moral:** Helps students distinguish right from wrong in the context of relationships, consent, and personal safety. Encourages ethical decision-making and responsibility, particularly in resisting peer pressure and managing influence. **Social:** Builds interpersonal and communication skills through learning about safe relationships and first aid. Promotes active participation in society by encouraging students to take responsibility for their wellbeing and future goals. **Cultural:** Supports understanding of how societal norms and media (e.g. gender roles, pornography) influence behaviour and expectations. Encourages respect for diversity and the importance of challenging harmful stereotypes.

**Careers Links: Gatsby Benchmark 1:** A stable careers programme-Encouraging students to reflect on their progress and aspirations is a key part of a structured and progressive careers programme **Gatsby Benchmark 3:** Addressing the needs of each pupil-supports personalised learning and ensures that students' individual goals and development are recognised and nurtured. **Gatsby Benchmark 4:** Linking curriculum learning to careers. **Gatsby Benchmark 8:** **Personal guidance** -Evaluating progress and setting goals is most effective when supported by tailored guidance from careers advisors or mentors.

	Term 1	Term 2	Term 3
<b>Key Topics</b>	<ul style="list-style-type: none"> <li>➤ That actions have consequences, and that prejudice/discrimination can carry legal consequences</li> <li>➤ Different ways in which people are discriminated against in our society</li> <li>➤ How to act as an active bystander and stand up for those people who are discriminated against in a safe way</li> <li>➤ What happens to people who break the law in our country and the process through the justice system</li> <li>➤ Ways in which to keep themselves safe online from fake news, propaganda and other people</li> <li>➤ Ways to advocate for themselves in relation to peer pressure around watching/playing films/games online.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Why people might choose to use drugs and how this might affect them, in particular caffeine and nicotine.</li> <li>➤ A range of strategies to help them make decisions for their best and enable them to say yes or no with confidence.</li> <li>➤ How to save money, reasons why doing so is important and how interest works</li> <li>➤ Ways to spot and leave dangerous or toxic friendships/relationships.</li> <li>➤ How to build confidence for themselves around their body, self-esteem and self-worth.</li> <li>➤ A range of strategies to withstand pressure to sext.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand that gender stereotypes and unwritten rules exist within society and why these are unhelpful</li> <li>➤ To know how these gender rules can lead to gender-based violence and misogyny</li> <li>➤ How to resist influences and make good/safe decisions</li> <li>➤ To understand the dangers of pornography and how viewing pornography affects individuals and their relationships.</li> <li>➤ Introduction to contraception, to understand how the most common forms of contraception work and how to use them.</li> <li>➤ To know about STI's and how to protect themselves from them.</li> <li>➤ To understand how to administer basic first aid</li> <li>➤ To consider their aspirations for the future and career choices</li> </ul>
<b>Substantive Knowledge</b> (The knowledge the students will develop)	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know that all actions have consequences (<i>lesson 1</i>)</li> <li>➤ Know actions they can take that will likely lead to positive consequences (<i>lesson 1</i>)</li> <li>➤ Know how to show respect for the values, beliefs and opinions of others (<i>lesson 1-5</i>)</li> <li>➤ Know the impact of stereotypes on perceptions of others (prejudice) (<i>lesson 2</i>)</li> <li>➤ Know 3-4 different examples of religious discrimination (<i>lesson 2</i>)</li> <li>➤ Know at least 3 facts about autism and 2 myths about autism (<i>lesson 3</i>)</li> <li>➤ Know at least 3 strategies to support others who might have a disability (<i>lesson 3</i>)</li> <li>➤ Know that people with disabilities can face discrimination (<i>lesson 3</i>)</li> <li>➤ Know what LGBTQ+ stands for (<i>lesson 4</i>)</li> <li>➤ Know the difference between gender identity, sexual orientation, biological sex and gender expression (<i>lesson 4</i>)</li> <li>➤ Explain at least 3 strategies to support LGBTQ+ students in school (<i>lesson 4</i>)</li> <li>➤ Describe at least 3 recognisable stereotypes (<i>lesson 2-4</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know a range of reasons why people might use drugs (<i>lesson 14</i>)</li> <li>➤ Know a range of potential consequences of using drugs (<i>lesson 14 &amp; 15</i>)</li> <li>➤ Know how caffeine affects the body (<i>lesson 14</i>)</li> <li>➤ Know the maximum amount of caffeine recommended for a child (<i>lesson 14</i>)</li> <li>➤ Know that many young people choose not to smoke, vape or use drugs (<i>lesson 15</i>)</li> <li>➤ Know a range of risks related to smoking and vaping (<i>lesson 15</i>)</li> <li>➤ Know a range of strategies to say no if students do not want to do something they are being pressured to do (<i>lesson 15</i>)</li> <li>➤ Know that saving is important in helping them to manage their money and be financially stable (<i>lesson 16</i>)</li> <li>➤ Know how to create a saving plan for a specific item (<i>lesson 16</i>)</li> <li>➤ Know what interest is in relation to saving and to borrowing (<i>lesson 16</i>)</li> <li>➤ Know a range of reasons why people take out loans (<i>lesson 16</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know how culture and society influence gender stereotypes and creates these 'unwritten rules' and how consciously and unconsciously held views about masculinity can impact upon society and others (<i>lesson 28</i>)</li> <li>➤ Know how some of those unwritten rules filter through into the violent treatment of women and misogyny (<i>lesson 29</i>)</li> <li>➤ Know about the choices around our relationships and how to manage our influences around these (<i>lesson 30</i>)</li> <li>➤ Know how to make decisions around relationships and stay safe within those relationships (<i>lesson 31</i>)</li> <li>➤ Know how to spot 'red flags' within a relationship (<i>lesson 32</i>)</li> <li>➤ Know how to limit risks in any sexual activities (<i>lesson 33-34</i>)</li> <li>➤ Know about different methods of contraception (<i>lesson 33</i>)</li> <li>➤ Know what STIs are and limit risks of infection (<i>lesson 34</i>)</li> <li>➤ Know about the causes, signs and symptoms of sepsis (<i>lesson 35</i>)</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Respectfully challenge opinions of others when necessary <i>(lesson 5)</i></li> <li>➤ Communicate concerns about, and challenge others about prejudice and discrimination <i>(lesson 5)</i></li> <li>➤ Know at least 3 different strategies to be an effective active bystander <i>(lesson 5)</i></li> <li>➤ Explain 3-5 different things that the police might do as part of their job <i>(lesson 6)</i></li> <li>➤ Describe what should happen if they were to ring 999 <i>(lesson 6)</i></li> <li>➤ Explain the 3 different types of court in the UK (magistrates, crown, youth) <i>(lesson 7)</i></li> <li>➤ Describe 2-3 different punishments that can be handed down in the different courts <i>(lesson 7)</i></li> <li>➤ Know that information online can be manipulated, misrepresented or fake <i>(lesson 9)</i></li> <li>➤ Critically analyse different sources of information <i>(lesson 9-10)</i></li> <li>➤ Know several ways to assess the reliability of media sources and critique social media content <i>(lesson 9-10)</i></li> <li>➤ Know how and where they can access help from (both in school and out of school) should they need it. <i>(all lessons)</i></li> <li>➤ Describe the different age ratings used for film and games and why they exist <i>(lesson 11)</i></li> <li>➤ Know how to decide for themselves if they want to watch something and be able to communicate that with others <i>(lesson 11)</i></li> <li>➤ Explain the dangers of live streaming and how to keep themselves safe from those dangers <i>(lesson 12)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Know a range of potential issues involved in taking out a loan <i>(lesson 16)</i></li> <li>➤ Know that 'worth' is subjective and cannot always be explained with reference to money <i>(lesson 17)</i></li> <li>➤ Know how to spot scams and fraud online <i>(lesson 18)</i></li> <li>➤ Know how to create a budget <i>(lesson 19)</i></li> <li>➤ Know the legal definition of consent <i>(lesson 20)</i></li> <li>➤ Know whether consent is happening or not in scenarios <i>(lesson 20)</i></li> <li>➤ Know why consent is so important <i>(lesson 20)</i></li> <li>➤ Know a range of 'red flags' that would indicate a relationship might be dangerous <i>(lesson 21)</i></li> <li>➤ Know a range of strategies to get out of or manage a relationship that might be dangerous <i>(lesson 21)</i></li> <li>➤ Know the negative consequences of comparing themselves with others <i>(lesson 22)</i></li> <li>➤ Know a range of strategies to reduce their negative comparison of themselves to others <i>(lesson 22)</i></li> <li>➤ Know what body shaming is <i>(lesson 23)</i></li> <li>➤ Know how to spot body shaming in a range of scenarios <i>(lesson 23)</i></li> <li>➤ Know a range of strategies to support themselves and others if they experience body shaming <i>(lesson 23)</i></li> <li>➤ Know a range of strategies to build their own self-esteem and self-worth <i>(lesson 24)</i></li> <li>➤ Know the laws related to sexting <i>(lesson 26)</i></li> <li>➤ Know a range of negative consequences of sexting <i>(lesson 26)</i></li> <li>➤ Know a range of ways they might respond if someone asked them for a nude picture <i>(lesson 26)</i></li> <li>➤ Know a range of negative impacts of pornography on the brain, on individuals that use it, on relationships between people in society and on society as a whole <i>(lesson 27)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Know signs and symptoms of internal and external bleeding. <i>(lesson 36)</i></li> <li>➤ Know how to assess and provide first aid to a casualty who is bleeding <i>(lesson 36)</i></li> <li>➤ Know personal academic strengths <i>(lesson 37)</i></li> <li>➤ Know about different academic and career choices. <i>(lesson 37)</i></li> <li>➤ Know about different careers and how to reach these goals starting with options choices in yr9 <i>(lesson 38-39)</i></li> </ul>
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<p>Developing respect for beliefs, values and opinions, independence, self-management, empathy and advocacy skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Stereotypes, prejudice and discrimination</li> <li>➤ Promoting diversity and equality</li> </ul> <p>Developing risk management skills, analytical skills and strategies to identify bias in relation to:</p> <ul style="list-style-type: none"> <li>➤ Criminal justice system</li> <li>➤ Online safety – identifying issues, responding and reporting</li> <li>➤ Fraud</li> </ul>	<p>Developing self-control, respect, integrity</p> <p>Independence, resilience, agency and strategies to manage influence and access support.</p> <p>Developing communication and negotiation skills, clarifying values and strategies to manage influence in relation to:</p> <ul style="list-style-type: none"> <li>➤ Drugs and caffeine</li> <li>➤ Financial decisions</li> <li>➤ Fraud &amp; its impact</li> <li>➤ Safe relationships</li> <li>➤ Comparisons with others</li> <li>➤ 'Sexting'</li> </ul>	<p>Developing empathy, advocacy, resilience, respect, agency and strategies to manage influence and access support in relation to:</p> <ul style="list-style-type: none"> <li>➤ Gender stereotypes</li> <li>➤ Misogyny</li> <li>➤ Resisting peer influence</li> <li>➤ Pornography</li> <li>➤ Introduction to contraception</li> <li>➤ STI's</li> <li>➤ First Aid</li> </ul> <p>Developing goal setting, motivation and self-awareness in relation to:</p> <ul style="list-style-type: none"> <li>➤ Aspirations for the future</li> <li>➤ Career choices</li> </ul>
<b>Assessment</b> (The methods that)	Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.	Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.	Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.



teachers will use to assess the progress of all students)	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>
<b>Reading, Writing and Vocabulary</b>	<p>Key Vocabulary = Consequences Autism Prison categories Stereotyping Racism Propaganda Prejudice Active bystander Fake News Discrimination 999/111 Live streaming Neurodiversity Magistrates Disability Crown Court</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary = Caffeine Nicotine Tobacco Interest Worth Profit Budgeting Income Outgoings Budgeting Debt Debit Credit Fraud Scams Consent Body shaming Sexting Grooming Pornography</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary = Sexting Grooming Exploitation Dehumanising Misogyny Consent Intimacy Contraception STIS's</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>➤ Students examine data surrounding fines and length of prison sentences according to the crime committed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students calculate a products worth by examining data on how much it costs to design and make.</li> <li>➤ Students complete a budget sheet including average costs of utilities and bills for the average person in a month.</li> <li>➤ Students interpret national house price data.</li> <li>➤ Students examine interest rates on credit cards</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students examine statistics regarding gender based violence</li> <li>➤ Students compare data regarding how reliable different methods of contraception are.</li> <li>➤ Students examine statistics regarding the prevalence of STIs withing the county.</li> </ul>
<b>Personal Development</b>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their</p>

	skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.	skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.	skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them. j
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# Life Skills Curriculum Map



## Year 9

### Rationale and Links to The National Curriculum

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) education, Careers education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing). The Life Skills programme has been built using the PSHE association national programme of study as is signposted by the DfE.

**Term 1 -Autumn Term** – Rationale - To develop self-confidence & risk management through exploring healthy and unhealthy friendships, drugs and harassment. To understand their responsibilities for their own wellbeing and for removing themselves from harmful situations. To develop an awareness of legal, emotional, personal and relational consequences of their actions and choices. To develop a desire to and a knowledge of how to advocate for others.

**PSHE Association's Programme of Study (2025) – Relationships (R19, R30, R37-R39), Health and Wellbeing (H1, H2, H26, H27), Living in the Wider World (L25, L27, L28).**

**Citizenship NC Links** - Understanding the legal system: Pupils learn about laws relating to personal safety, including those governing harassment and drug use. Developing skills of critical thinking and decision-making: Encourages students to assess risks and make informed choices. Rights and responsibilities: Understanding the rights of individuals in relationships and the responsibilities to respect others' boundaries. Understanding diversity and equality: Promotes empathy and advocacy for marginalised groups.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their personal identity, values, and beliefs, which supports the development of self-confidence and purpose. Exploring healthy and unhealthy relationships, and understanding how to manage risk, fosters a deeper awareness of their own emotional and spiritual wellbeing. This reflection helps students make informed, value-driven decisions that align with their aspirations and sense of self.

**Moral:** Promotes a strong sense of right and wrong by helping students understand the legal, emotional, and relational consequences of their actions. It encourages ethical decision-making in areas such as substance use, harassment, and peer influence. Students are guided to take responsibility for their wellbeing and to act with integrity, especially when faced with challenging or harmful situations. **Social:** Students develop essential social skills such as empathy, teamwork, and advocacy. By learning how to recognise and respond to unhealthy relationships and social pressures, they build resilience and independence. The curriculum also supports students in understanding their role within the school and wider community, encouraging them to contribute positively and support others. **Cultural:** Fosters respect for diversity and inclusion by exploring how different cultural backgrounds and experiences influence relationships and wellbeing. Students are encouraged to challenge discrimination and injustice, and to advocate for those whose voices may not be heard. This helps them become active, informed citizens who value equality and fairness in all aspects of life.

**Term 2 -Spring Term** – Rationale - To develop an awareness of legal, emotional, personal and relational consequences of their actions and choices in relation to managing money, career choices, employability and addiction. To develop self-confidence & risk management through exploring healthy and unhealthy mental health coping strategies including alcohol awareness, how to show resilience if bullied and where to get help, and how to spot and avoid fraud.

**PSHE Association's Programme of Study (2025) – Relationships (R19, R30), Health and Wellbeing (H5, H16, H23), Living in the Wider World (L15-19, L22)**

**Citizenship NC Links:** Promoting financial literacy, legal awareness, and responsible decision-making. Students explore the consequences of their actions in areas such as money management, career choices, addiction, and employability, linking to the curriculum's focus on understanding the law, justice system, and financial capability. Develop resilience and risk management skills through learning about mental health, alcohol awareness, bullying, and fraud—supporting the curriculum's emphasis on personal responsibility, managing risk, and engaging with public and voluntary support systems. This prepares students to be informed, active, and responsible citizens.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their personal values, beliefs, and goals, particularly in relation to their choices around money, careers, and wellbeing. This self-reflection supports the development of self-awareness and purpose, helping them to build confidence and resilience when facing challenges such as addiction or peer pressure. It also fosters a deeper understanding of how their actions align with their personal identity and aspirations. **Moral:** The curriculum promotes ethical awareness by helping students understand the legal, emotional, and social consequences of their decisions—whether related to financial choices, substance use, or online behaviour. It encourages them to consider the impact of their actions on themselves and others, reinforcing a strong sense of right and wrong and the importance of making responsible, informed decisions. **Social:** Students develop key social skills such as resilience, help-seeking, and risk management. They learn how to respond to bullying, support their mental health, and avoid harmful behaviours like fraud or substance misuse. These experiences help them build positive relationships, contribute to a safe and supportive community, and understand the importance of mutual respect and cooperation. **Cultural:** Encourages students to appreciate the diverse experiences and challenges faced by others, particularly in relation to mental health, financial pressures, and career opportunities. It promotes inclusivity and respect for different backgrounds, while also preparing students to navigate the cultural expectations and responsibilities of adult life in a modern, diverse society.

**Careers Links - Gatsby Benchmark 1: A Stable Careers Programme** - This objective supports a structured approach to careers education by embedding key life skills and decision-making into the curriculum. Understanding the consequences of choices around money, addiction, and career paths helps students make informed, long-term plans. **Gatsby Benchmark 2: Learning from Career and Labour Market Information**- Students explore how financial decisions, employability, and addiction can impact career opportunities. This aligns with the benchmark's focus on using up-to-date information to guide career planning.

**Gatsby Benchmark 3: Addressing the Needs of Each Pupil** - Supports personalised learning by helping students reflect on how their personal choices affect their future. It encourages them to consider their own values, circumstances, and aspirations. **Gatsby Benchmark 4: Linking Curriculum Learning to Careers** - Topics like money management, addiction, and employability are directly linked to real-world career readiness. This helps students see the relevance of PSHE and citizenship education to their future working lives. **Gatsby Benchmark 8: Personal Guidance** - Understanding the consequences of personal and legal decisions often requires tailored support. This benchmark is met when students receive individual guidance to help them navigate complex choices related to careers and wellbeing.

**Term 3 -Summer Term** – Rationale - To develop respect for themselves by learning skills for agency and managing influence – in relation to careers and different occupations. To develop student awareness and understanding of diversity and develop empathy towards others. To understand how a distrust in diversity can lead to extremism and radicalisation and how to avoid this. To understand how democracy underpins British values, how our democracy works and how we are governed, and how to play their role as active citizens within our democracy.

**PSHE Association's Programme of Study (2025) – Relationships (R38), Health and Wellbeing (H30), Living in the Wider World (L8-L14)**

**Citizenship NC Links:** KS3: Pupils are taught to develop critical thinking and decision-making skills, enabling them to evaluate influence and make informed choices about their future roles in society, including careers and occupations. The curriculum encourages personal responsibility and active participation, helping students understand how their choices affect their lives and communities. Pupils explore diverse national, regional, religious and ethnic identities in the UK and the importance of mutual respect and understanding. Promotes understanding of human rights, the rule of law, and the justice system, helping students recognise the dangers of extremism and the importance of upholding democratic values. Pupils are encouraged to debate political and social issues, weigh evidence, and make reasoned arguments—skills essential for resisting radicalisation. To understand how democracy underpins British values, how our democracy works and how we are governed, and how to play their role as active citizens within our democracy. Pupils learn about the development of the UK's democratic system, including the roles of Parliament, elections, and political parties,

**SMSC Links:** **Spiritual:** Students are encouraged to reflect on their own values, beliefs, and aspirations, particularly in relation to their career goals and personal identity. By learning to manage influence and develop agency, they gain a stronger sense of purpose and self-respect. This reflection supports their spiritual development by helping them understand their place in the world and how they can contribute meaningfully to society. **Moral:** The curriculum promotes moral development by helping students understand the consequences of prejudice, discrimination, and intolerance. Through exploring the dangers of extremism and radicalisation, students are taught to distinguish right from wrong and to act with integrity. They also learn about the importance of empathy, fairness, and justice in both personal relationships and wider society. **Social:** Students develop social awareness and responsibility by learning how to engage respectfully with others from diverse backgrounds. They explore how to participate in democratic processes and how to be active, responsible citizens. These experiences help them build positive relationships, understand the importance of community, and develop the skills needed to contribute constructively to society. **Cultural:** Cultural development is supported through the exploration of British values, democracy, and the diverse nature of modern society. Students learn to appreciate different perspectives and cultural traditions, and to challenge stereotypes and misinformation. This helps them become more open-minded, respectful, and informed individuals who value diversity and inclusion.

**Careers Links - Gatsby Benchmark 2: Learning from career and labour market information:** Students explore a range of job roles and sectors, helping them understand the opportunities available and how to access them.

**Gatsby Benchmark 3: Addressing the needs of each pupil:** Encourages students to reflect on their own interests and aspirations, supporting personalised career planning. Supports students in developing the soft skills and awareness needed to succeed in diverse work environments. **Gatsby Benchmark 4: Linking curriculum learning to careers:** Helps students connect their learning to real-world career pathways, making education more relevant and motivating.

**Gatsby Benchmark 5: Encounters with employers and employees** Prepares students for real-world expectations by exploring workplace norms, behaviours, and responsibilities. **Gatsby Benchmark 6: Experiences of workplaces** Builds understanding of what it's like to be in a workplace, even if through classroom-based learning or virtual experiences. **Gatsby Benchmark 7: Encounters with further and higher education:** Supports students in considering their next steps, including post-16 and post-18 options.

	Term 1	Term 2	Term 3
<b>Key Topics</b>	<ul style="list-style-type: none"> <li>➤ What coercive behaviour is, how to spot it and what to do if they are treated this way</li> <li>➤ The effects of drugs on their body, the consequences for using them and strategies to resist peer pressure to take drugs</li> <li>➤ How to self-assess and consider their own assumptions within relationships</li> <li>➤ The legal, emotional, personal and relational consequences to using drugs, sexting or breaking consent</li> <li>➤ How to spot, reduce and deal with harassment</li> <li>➤ How to advocate for others who might be in unhealthy relationships or experiencing harassment</li> </ul>	<ul style="list-style-type: none"> <li>➤ What might be considered bullying online, how to show resilience if bullied and where to get help should they need it.</li> <li>➤ Different methods of managing and using money, alongside the risks of each method</li> <li>➤ How people might start gambling, why it is addictive and where there is help available for gambling addicts.</li> <li>➤ What debt is, reasons that some people might get into debt and some strategies to avoid debt.</li> <li>➤ What fraud is, the different types of fraud that exist and how to avoid it or report it in the future.</li> <li>➤ How anxiety affects a person mentally and physically.</li> <li>➤ How to manage, reduce and deal with anxiety.</li> <li>➤ How to help others who might have anxiety around them.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What the difference is between jobs, occupations and careers.</li> <li>➤ Understanding workplace expectations.</li> <li>➤ How extremism might be caused by a distrust of diversity.</li> <li>➤ How to spot viewpoints that can lead to extremism.</li> <li>➤ What constitutes as extremism.</li> <li>➤ How people are radicalised into joining extremist groups</li> <li>➤ How British Democracy works, how it has changed over time and our role in British democracy.</li> <li>➤ How politics affects our day to day lives</li> <li>➤ The different political parties in our country, and the policies they have.</li> <li>➤ Voting systems and navigating the.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Strategies to promote positive mental health in themselves and others.</li> <li>➤ How alcohol affects the body, what the laws and recommendations or use of alcohol are and build a range of strategies to look after themselves and others.</li> <li>➤ Career choices going forwards</li> <li>➤ Skills required for most workplaces</li> <li>➤ Appropriate behaviour in workplace situations.</li> <li>➤ Employability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The role of local government - the role of the council and councillors in our area.</li> </ul>
<b>Substantive Knowledge</b> (The knowledge the students will develop)	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Be able to explain what coercive behaviour is and how to spot it within some friendships (<i>lesson 1</i>)</li> <li>➤ Know the internal and external pressures that might lead someone to get involved with a gang or organised crime (<i>lesson 1 &amp; 2</i>)</li> <li>➤ Know what grooming means (<i>lesson 2</i>)</li> <li>➤ Understand how county lines work and how to spot if someone is grooming them for this work (<i>lesson 3</i>)</li> <li>➤ Know the effects that drugs can have on the body, mind and mental health (<i>lesson 4</i>)</li> <li>➤ Know the effects that drugs can have on relationships and career prospects (<i>lesson 4</i>)</li> <li>➤ Know the legal consequences of using, possession and supplying drugs (<i>lesson 5</i>)</li> <li>➤ Know the risks of using drugs on their own safety (<i>lesson 6</i>)</li> <li>➤ Be able to explain when people might engage in sexual activity (<i>lesson 7</i>)</li> <li>➤ Be able to explain some of their expectations about what they hope their own relationships might look like now or in the future (<i>lesson 7 – 9, 11</i>)</li> <li>➤ Know the legal, emotional and relational consequences of breaking consent (<i>lesson 8 &amp; 9</i>)</li> <li>➤ Know the legal, emotional, social and relational consequences of sexting (<i>lesson 10</i>)</li> <li>➤ Be able to describe how they might say no to someone that they care about (<i>lesson 8 - 10</i>)</li> <li>➤ Be able to describe characteristics of a healthy and an unhealthy relationship (<i>lesson 11</i>)</li> <li>➤ Know what public sexual harassment is (<i>lesson 13</i>)</li> <li>➤ Be able to explain ways to advocate for themselves and others in relation to public sexual harassment (<i>lesson 13</i>)</li> <li>➤ Know what stalking is (<i>lesson 14</i>)</li> <li>➤ Be able to explain ways to advocate for themselves and others in relation to stalking (<i>lesson 14</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Further know the difference between bullying and banter online (<i>lesson 15</i>)</li> <li>➤ Know where they can best find help and who supports them (<i>lesson 15</i>)</li> <li>➤ Know ways purchases can be made and the risks for each method (<i>lesson 16</i>)</li> <li>➤ Know how gambling addictions might start and why people become addicted to gambling (<i>lesson 17</i>)</li> <li>➤ Know the symptoms of a gambling addiction (<i>lesson 17</i>)</li> <li>➤ Know where a gambling addict can get help (<i>lesson 17</i>)</li> <li>➤ Know what debt is (<i>lesson 18</i>)</li> <li>➤ Know some reasons why people might get into debt (<i>lesson 18</i>)</li> <li>➤ Know some strategies to ensure they avoid getting into debt (<i>lesson 18</i>)</li> <li>➤ Know what fraud is (<i>lesson 19</i>)</li> <li>➤ Know the consequences of fraud (<i>lesson 19</i>)</li> <li>➤ Know a range of strategies to avoid committing or being a victim of fraud (<i>lesson 19</i>)</li> <li>➤ Know what identity fraud is and how people attempt to steal information (<i>lesson 20</i>)</li> <li>➤ Know a range of strategies to protect themselves from identity fraud and spend time auditing whether or not they follow these strategies (<i>lesson 20</i>)</li> <li>➤ Know how anxiety can affect a person mentally and physically (<i>lesson 21</i>)</li> <li>➤ Know a range of strategies to manage, reduce and deal with anxiety (<i>lesson 21</i>)</li> <li>➤ Know a range of strategies to promote positive mental health in themselves and others (<i>lesson 22</i>)</li> <li>➤ Know positive coping strategies that lead to positive outcomes (<i>lesson 23</i>)</li> <li>➤ Know some of the factors that cause self-harm and eating disorders (<i>lesson 23</i>)</li> <li>➤ Know some strategies in giving advice to those who have poor mental health (<i>lesson 23</i>)</li> <li>➤ Know ways in which alcohol affects the body (<i>lesson 24</i>)</li> <li>➤ Know the laws about alcohol in the UK and the NHS's recommendations of best ways to use alcohol (<i>lesson 24</i>)</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know about the different jobs and occupations and consider next steps. (<i>lesson 29</i>)</li> <li>➤ Know what expectation there are in the workplace (<i>lesson 30</i>)</li> <li>➤ Know how extremism might be caused by a distrust of diversity. (<i>lesson 31</i>)</li> <li>➤ How to spot viewpoints that can lead to extremism. (<i>lesson 31</i>)</li> <li>➤ Know what constitutes as extremism and how some people might be radicalised into joining extremist groups (<i>lesson 32</i>)</li> <li>➤ Know how British Democracy works, how it has changed over time and our role in British democracy. (<i>lesson 33</i>)</li> <li>➤ Know how politics affects our day to day life and the importance of getting involved in politics (<i>lesson 34</i>)</li> <li>➤ Know the different political parties in our country, consider the policies they have and consider which parties and policies they agree with (<i>lesson 35 - 36</i>)</li> <li>➤ Know about voting systems to better navigate them in the future (<i>lesson 36</i>)</li> <li>➤ Know about the role of local government - the role of the council and councillors in our area (<i>lesson 37</i>)</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Know a range of strategies to look after themselves and others should they choose to use alcohol in the future (<i>lesson 24</i>)</li> <li>➤ Know skills that they currently have and begin to develop how to communicate their skills to employers and others (<i>lesson 25</i>)</li> <li>➤ Know a range of aspirations they have and when/how they might achieve them (<i>lesson 25</i>)</li> <li>➤ Know whether behaviours are appropriate or inappropriate within a workplace (<i>lesson 25</i>)</li> <li>➤ Know a range of skills that make a person more employable (<i>lesson 26</i>)</li> <li>➤ Know a range of skills and what they look like in practice (<i>lesson 26</i>)</li> <li>➤ Know strategies they could employ to make themselves more employable (<i>lesson 26</i>)</li> </ul>	
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<p>Developing self-confidence, risk management and strategies to manage influence.</p> <p>Developing assertive communication and self-control, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> <li>➤ Friendship challenges</li> <li>➤ Gangs and violent crime</li> <li>➤ Drugs &amp; addiction</li> <li>➤ Consent</li> <li>➤ Healthy relationships</li> <li>➤ Recognising signs of control/abuse</li> <li>➤ Public Sexual Harassment</li> </ul>	<p>Developing analytical skills and strategies to identify bias and manage influence: Developing empathy, compassion, confidence, strategies to access support and self-awareness in relation to:</p> <ul style="list-style-type: none"> <li>➤ Managing unwanted attention</li> <li>➤ Managing relationship breakdowns</li> <li>➤ Bullying or banter? Respectful humour</li> <li>➤ Financial decisions</li> <li>➤ Debt &amp; Fraud</li> <li>➤ Positive Mental health</li> </ul>	<p>Developing analytical skills and strategies to identify bias and manage influence in relation to:</p> <ul style="list-style-type: none"> <li>➤ Managing unwanted attention</li> <li>➤ Managing relationship breakdowns</li> <li>➤ Bullying or banter? Respectful humour</li> </ul> <p>Developing empathy, compassion, confidence, strategies to access support and self-awareness in relation to:</p> <ul style="list-style-type: none"> <li>➤ Financial decisions</li> <li>➤ Debt &amp; Fraud</li> <li>➤ Positive Mental health</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>
<b>Reading, Writing and Vocabulary</b>	<p>Key Vocabulary =</p> <p>Coercion</p> <p>Public sexual harassment</p> <p>Assumptions</p> <p>Manipulation</p> <p>Intimidation</p> <p>Attributes</p> <p>Organised Crime</p> <p>Stalking</p>	<p>Key Vocabulary =</p> <p>Bullying</p> <p>Credit</p> <p>Debit</p> <p>Gambling</p> <p>Addiction</p> <p>Debt</p> <p>Interest</p> <p>Short term loan</p>	<p>Key Vocabulary =</p> <p>Employability</p> <p>Moral Standards</p> <p>Job</p> <p>Occupation</p> <p>Terrorism</p> <p>Extremism</p> <p>Radicalisation</p> <p>Fundamentalism</p>

	Heterosexual Grooming Harassment Homosexual Assertive Intimidation Asexual Disposable Consent Capacity A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.	Long term loan Credit score Fraud Deception Identity theft Phishing Self-harm Unit of alcohol A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.	Propaganda Echo Chamber Democracy Absolute Monarchy Constitutional Monarchy Limited Monarchy Dictatorship A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>➤ Students examine statistics around drugs use.</li> <li>➤ Students examine data surrounding the punishments for possessing/supplying different drugs under UK law.</li> <li>➤ Students create a timeline regarding what happens when in peoples lives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students look at the use of PIN numbers at cashpoints or card payments over £100.</li> <li>➤ Students examine interest charges on different types of financial products</li> <li>➤ Students examine the law regarding legal ages for consumption and purchase of alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students examine data regarding elections and voting systems</li> </ul>
<b>Personal Development</b>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>



### Rationale and Links to The National Curriculum

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) education, Careers education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing). The Life Skills programme has been built using the PSHE association national programme of study as is signposted by the DfE.

**Term 1 -Autumn Term** – Rationale - To develop student self-awareness through exploring how they have previously navigated changes and how to do so healthily. Students will learn about change and its impact on mental health and wellbeing. Students will also learn about the characteristics of mental and emotional health, developing their empathy for others and an appreciation for how mental health issues can manifest and affect the lives of individuals, families and communities. Students will assess which ways suit them to enable them to develop and maintain a strong, mentally healthy mind, through looking at skills like adaptability and organisation. Students will learn the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for their communities. Students will develop their skills in assessing and managing risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds. They will begin to consider taking increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.

**PSHE Association's Programme of Study (2025) - Relationships (R32), Health and Wellbeing (H1-H3, H5-H13, H18-H22, H24-H27), Living in the Wider World (L1)**

**Citizenship NC Links:** Understanding the roles of citizens and how they contribute to society: Encourages reflection on personal development and responsible participation in community life. Citizenship in Action: Students explore how individuals can take informed and responsible action to improve their communities. Understanding how laws help society deal with complex problems: Includes public health and wellbeing as areas where laws and policies play a role.

**Rights and Responsibilities:** Encourages students to consider how rights to health and wellbeing are protected and promoted in society.

**SMSC Links: Spiritual:** Students are encouraged to reflect deeply on their personal experiences of change and emotional growth, fostering self-awareness and resilience. By exploring mental health and wellbeing, they develop a sense of identity and purpose, learning to value their own emotional journey and that of others. This reflection supports spiritual growth by helping students understand the importance of inner strength, mindfulness, and personal responsibility in navigating life's challenges. **Moral:** Promotes moral understanding by examining the consequences of substance misuse and risky behaviours such as cosmetic procedures. Students learn to evaluate the ethical implications of their choices on themselves, their families, and their communities. Through discussions on mental health and empathy, they consider the moral responsibility of supporting others and making informed, respectful decisions that uphold personal and societal wellbeing. **Social:** Students develop key social skills such as empathy, communication, and collaboration by exploring how mental health issues affect relationships and communities. They learn to appreciate diversity in emotional experiences and how to support peers through change. The focus on adaptability and organisation also enhances their ability to work effectively with others, manage responsibilities, and contribute positively to group dynamics and community life. **Cultural:** By examining how mental health, substance use, and aesthetic practices are perceived across different cultures and communities, students gain insight into societal norms and values. They explore how cultural attitudes influence health behaviours and access to support, fostering respect for diversity and inclusion. This broadens their understanding of how cultural context shapes individual experiences and promotes a more compassionate, informed worldview.

**Careers Links - Benchmark 3: Addressing the Needs of Each Pupil:** The focus on mental health, adaptability, and organisation ensures that students reflect on their individual strengths and challenges. This supports differentiated guidance and helps students make informed, personalised decisions about their future pathways. **Benchmark 4: Linking Curriculum Learning to Careers:** Topics such as substance misuse, health monitoring, and cosmetic procedures connect directly to careers in healthcare, social work, public health, and wellbeing sectors. These real-life contexts help students see the relevance of PSHE to future employment and societal roles.

**Term 2 -Spring Term** – Rationale – To support students in developing the skills and values needed to form healthy, respectful relationships and make informed decisions in both offline and online contexts. To develop students' confidence, empathy, and personal responsibility through applying the concept of consent in real-life scenarios. To ensure students understand how pressure and coercion occurs in unhealthy relationships, equipping students with resilience, assertiveness, to manage and resist inappropriate influence. To promote open, respectful communication about intimacy and sex, fostering self-advocacy, active listening, and mutual respect. Critically examine the impact of pornography on relationships and consent, encouraging media literacy, reflective thinking, and ethical awareness. To promote digital safety, including how to prevent and respond to revenge porn and online sexual. To raise awareness of sexual harassment and assault, and challenge harmful cultural norms, supporting students to develop moral reasoning, social responsibility, and courage to speak out. To help students recognise signs of abuse and understand how to access support. Provide a clear understanding of marriage and civil partnerships, including their legal and personal significance, encouraging respect for diversity.

**PSHE Association's Programme of Study (2025) Relationships (R7-R9, R15-R20, R23-R25, R28-34), Health and Wellbeing (H2, H3)**

**Citizenship NC Links:** The roles played by public institutions and voluntary groups in society – Encourages understanding of how individuals and organisations promote respectful relationships and social cohesion. The precious liberties enjoyed by the citizens of the United Kingdom – Supports the development of respectful, rights-based relationships. The nature of rules and laws and the justice system – Encourages students to understand how laws protect individuals in relationships and personal safety. The rights and responsibilities of citizens – Encourages moral reasoning, social responsibility, and the courage to speak out against injustice and abuse.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their values, beliefs, and emotional responses in the context of relationships, consent, and personal responsibility. By exploring how they navigate change and make decisions about intimacy and wellbeing, they develop a deeper understanding of themselves and others. This reflection fosters a sense of identity, purpose, and respect for the dignity of all individuals, which is central to spiritual growth. **Moral:** Supports moral reasoning by helping students distinguish right from wrong in complex, real-life scenarios involving pressure, coercion, and digital safety. Discussions around pornography, sexual harassment, and abuse challenge students to consider ethical implications and societal norms. They are encouraged to take responsibility for their actions, respect others' rights, and speak out against injustice, promoting a strong moral compass. **Social:** Through learning about healthy relationships, consent, and communication, students build essential social skills such as empathy, assertiveness, and active listening. They explore how to manage peer pressure, resolve conflict, and support others, contributing to positive group dynamics and inclusive communities. The programme also encourages students to recognise and challenge harmful behaviours, promoting social responsibility and resilience. **Cultural:** By examining diverse relationship structures, including marriage and civil partnerships, students gain an appreciation for cultural and legal differences in personal relationships. They explore how cultural norms influence attitudes toward intimacy, gender roles, and digital behaviour. This fosters respect for diversity, encourages critical thinking about societal expectations, and supports students in becoming open-minded, informed citizens.

**Careers Links - Benchmark 3: Addressing the Needs of Each Pupil** -By exploring topics like consent, coercion, and digital safety, the programme supports students in understanding their rights and responsibilities, helping them make informed, ethical choices. This personalised approach ensures that students of all backgrounds and experiences are equipped with the tools to navigate complex social and professional situations confidently. **Benchmark 4: Linking Curriculum Learning to Careers** - The focus on healthy relationships, media literacy, and digital conduct directly connects to careers in health, education, law, social care, and digital industries. Students learn how personal values and behaviours influence professional relationships, helping them understand the relevance of PSHE content to real-world career contexts. **Benchmark 8: Personal Guidance** - Through developing empathy, resilience, and assertiveness, students are better prepared to engage in meaningful career conversations. The programme encourages self-reflection and critical thinking, enabling students to articulate their goals, understand their strengths, and seek guidance that aligns with their personal and professional aspirations.

**Term 3 -Summer Term** – Rationale – To promote social awareness and inclusion by exploring complex issues such as privilege, racism, and extremism, helping students understand inequality, challenge discrimination, and build empathy and respect for others. Encourage critical thinking and resilience by helping students recognise the signs of radicalisation, understand the difference between activism and extremism, and know how to seek help or report concerns. To prepare students for the world of work by developing their understanding of workplace expectations, professional behaviours, and employment rights and responsibilities, including the role of trade unions. Support career readiness through practical guidance on CV writing, interview preparation, and digital literacy, including managing digital footprints and using platforms like Unifrog for career planning. To Enhance financial capability by teaching students how to budget, manage money, and understand financial products, supporting long-term economic wellbeing. To provide meaningful real-world experience through work experience preparation, participation, and reflection, enabling students to evaluate their skills and set future goals.

**PSHE Association's Programme of Study (2025) - Health and Wellbeing (H8, H10), Living in the Wider World (L6-L10, L12-L18, L20-L22)**

**Citizenship NC Links:** To explore complex issues such as privilege, racism, and extremism, helping students understand inequality, challenge discrimination, and build empathy and respect for others. This touches upon the Citizenship NC themes of: Understanding the precious liberties enjoyed by UK citizens. The roles played by public institutions and voluntary groups in society. Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. How citizens work together to improve their communities, including through volunteering. To help students recognise the signs of radicalisation, understand the difference between activism and extremism, and know how to seek help or report concerns. This links to the Citizenship NC themes of: The role of law and the justice system in society and how laws are shaped and enforced. How laws help society deal with complex problems. The importance of critical thinking, debate, and presenting reasoned arguments. Human rights and international law. To prepare students for the world of work by developing their understanding of workplace expectations, professional behaviours, and employment rights and responsibilities, including the role of trade unions. This links to the Citizenship NC: The legal system in the UK and employment law. The different ways citizens can contribute to their communities, including responsible activity. Understanding the role of trade unions and professional associations. To support career readiness through CV writing, interview preparation, and digital literacy; to enhance financial capability through budgeting and understanding financial products; and to provide meaningful work experience. The Citizenship NC Links are: The functions and uses of money, budgeting, and managing risk. Income and expenditure, credit and debt, insurance, savings and pensions. How public money is raised and spent. Planning for future financial needs and making sound financial decisions.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their own beliefs and values when exploring complex issues such as radicalisation, activism, and extremism. By understanding the difference between positive social change and harmful ideologies, they develop a stronger sense of identity and purpose. This reflection builds spiritual resilience, helping students to navigate moral dilemmas and make informed, ethical decisions. It also empowers them to seek help or report concerns, reinforcing their personal responsibility and inner strength. **Moral:** Through discussions on privilege, racism, and discrimination, students are guided to consider right and wrong in real-world contexts. They learn to challenge injustice and develop a strong moral compass rooted in empathy, fairness, and respect. Lessons on financial capability, such as budgeting and managing money, also support moral development by encouraging responsible decision-making and long-term thinking about personal and societal wellbeing. **Social:** Students gain essential life skills by learning about workplace expectations, professional behaviours, and employment rights, including the role of trade unions. These lessons prepare them to interact respectfully and effectively in diverse environments. Work experience opportunities further enhance their social development by allowing them to apply their skills in real-world settings, reflect on their performance, and set meaningful goals for the future. **Cultural:** By engaging with topics such as inequality, inclusion, and career readiness, students develop a broader understanding of the world around them. They explore different perspectives and cultural contexts, especially through platforms like Unifrog, which support career planning and digital literacy. Learning to manage their digital footprint and prepare for interviews and CV writing also helps them navigate the cultural expectations of modern professional life.

**Careers Links - Benchmark 2: Learning from Career and Labour Market Information** - By exploring employment rights, trade unions, and workplace behaviours, students gain insight into the structure of the labour market and the expectations of different sectors. This helps them make informed decisions about their future pathways and understand the broader economic context of work. **Benchmark 3: Addressing the Needs of Each Pupil**

The programme promotes inclusion and social awareness by addressing privilege, racism, and extremism, ensuring all students feel represented and supported. It also provides differentiated guidance through practical tasks like CV writing and interview preparation, tailored to individual aspirations and needs. **Benchmark 4: Linking Curriculum Learning to Careers** - Topics such as digital literacy, financial capability, and radicalisation are directly linked to careers in law, finance, public service, education, and digital industries. These connections help students see the relevance of classroom learning to real-world roles and responsibilities. **Benchmark 5: Encounters with Employers and Employees** - Work experience preparation and reflection provide meaningful engagement with the world of work. These experiences help students evaluate their skills, understand workplace expectations, and set realistic career goals. **Benchmark 8: Personal Guidance** - By encouraging students to reflect on their values, develop resilience, and plan for their futures, the programme supports effective personal guidance. It equips students with the confidence and clarity to engage in one-to-one career conversations and make informed choices.

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	Term 1	Term 2	Term 3
<b>Key Topics</b>	<ul style="list-style-type: none"> <li>➤ About change and its impact upon mental health and wellbeing, appreciating that emotional support is helpful during life changes and/or difficult experiences.</li> <li>➤ The characteristics of mental health, including how daily actions and thought processes can affect people's mental health.</li> <li>➤ Warning signs of common mental health concerns and a broad range of strategies for promoting their own and other's mental health.</li> <li>➤ How alcohol and substance use can impact negatively upon mental health.</li> </ul>	<p><b>Consent and Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>➤ Understanding what consent is and applying it in real-life scenarios.</li> <li>➤ Recognising pressure and coercion in seeking consent.</li> <li>➤ Managing and resisting pressure to give consent.</li> </ul> <p><b>Impact of Pornography</b></p> <ul style="list-style-type: none"> <li>➤ Effects of pornography on personal relationships.</li> <li>➤ Influence of pornography on understanding and giving consent.</li> </ul> <p><b>Online Safety and Digital Boundaries</b></p> <ul style="list-style-type: none"> <li>➤ Preventing and responding to revenge porn.</li> <li>➤ Reporting and responding to online sexual harassment.</li> </ul> <p><b>Sexual Harassment and Assault</b></p> <ul style="list-style-type: none"> <li>➤ Definitions and examples of sexual harassment and assault.</li> <li>➤ Challenging harmful cultural norms that enable harassment or abuse.</li> </ul> <p><b>Recognising and Responding to Abuse</b></p> <ul style="list-style-type: none"> <li>➤ Identifying signs of abusive relationships.</li> <li>➤ Accessing support and resources for help.</li> </ul> <p><b>Marriage and Legal Relationships</b></p> <ul style="list-style-type: none"> <li>➤ Understanding what marriage and civil partnerships are.</li> <li>➤ Legal benefits and personal significance of marriage or civil partnership.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Social Justice, British values and Citizenship relating to privilege, racism, extremism and radicalisation</li> <li>➤ Digital literacy and careers including digital Footprints applications and interviews</li> <li>➤ Work Experience Preparation &amp; review and Reflection</li> <li>➤ Employment rights and trade unions.</li> <li>➤ Financial Literacy such as budgeting and money management.</li> </ul>
<b>Substantive Knowledge (The knowledge the students will develop)</b>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know at least 3 ways in which change can impact upon a person's physical, social and emotional wellbeing. <i>(lesson 1)</i></li> <li>➤ Know different strategies to positively face change <i>(lesson 2)</i></li> <li>➤ Know at least 3 different types of negative thinking <i>(lesson 3)</i></li> <li>➤ Know how to reframe types of negative thinking into positive thinking <i>(lesson 3)</i></li> <li>➤ Know the 2 main types of mental health issues – depression &amp; anxiety <i>(lesson 4)</i></li> <li>➤ Know at least 3 strategies people might use to overcome depression &amp; anxiety <i>(lesson 4)</i></li> <li>➤ Know and use at least 3 strategies to maintain their own mental health <i>(lessons 1-5)</i></li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know about intimacy, talking about sex and the importance of communication in relationships. <i>(lesson 13)</i></li> <li>➤ Know what consent is and consider consent in real life scenarios <i>(lesson 14)</i></li> <li>➤ Know how people might seek consent through pressure &amp; coercion and know ways to manage pressure to consent. <i>(lesson 15)</i></li> <li>➤ Know the impact that pornography can have on our relationships. <i>(lesson 16)</i></li> <li>➤ Know the impact that pornography has on consent. <i>(lesson 17)</i></li> <li>➤ Know how to prevent revenge porn and what to do if we become a victim. <i>(lesson 18)</i></li> <li>➤ Know what sexual harassment and sexual assault are and how we can challenge cultural norms that might make harassment or abuse worse. <i>(lesson 19)</i></li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know and understand different types of privilege (e.g. racial, economic, gender-based). <i>(lesson 25)</i></li> <li>➤ Know what racism is and its historical and contemporary forms. <i>(lesson 26)</i></li> <li>➤ Recognise direct and indirect racism, including microaggressions and its impact on others. <i>(lesson 26)</i></li> <li>➤ Know how to challenge racism and promote inclusion. <i>(lesson 27)</i></li> <li>➤ Know what extremism is and how it differs from activism. <i>(lesson 27)</i></li> <li>➤ Recognise the signs of radicalisation and how it can affect individuals. <i>(lesson 27)</i></li> <li>➤ Know how to seek help or report concerns. <i>(lesson 27)</i></li> <li>➤ Know how online behaviour can impact future opportunities and strategies for maintaining a positive online presence. <i>(lesson 30)</i></li> <li>➤ Know about different types of workplaces and job roles. <i>(lesson 31)</i></li> <li>➤ Understand workplace expectations and culture. <i>(lesson 31)</i></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Know the legal ages for drinking alcohol in the UK <i>(lesson 6)</i></li> <li>➤ Know the recommended limit of alcohol units per week for adults <i>(lesson 6)</i></li> <li>➤ Know how binge drinking affects our overall health <i>(lesson 6)</i></li> <li>➤ Know how alcohol can impact upon our behaviour <i>(lesson 7)</i></li> <li>➤ Know ways to keep themselves in relation to drugs <i>(lesson 8)</i></li> <li>➤ Be able to describe the risks related to prescription drugs <i>(lesson 9)</i></li> <li>➤ Be able to describe how to ask questions and advocate for themselves in relation to prescription drugs <i>(lesson 9)</i></li> <li>➤ Know the benefits and drawbacks of getting a tattoo <i>(lesson 10)</i></li> <li>➤ Know how they can keep themselves safe if they choose to get a tattoo <i>(lesson 10)</i></li> <li>➤ Know how to keep themselves physically safe in relation to cosmetic &amp; aesthetic procedures <i>(lesson 11)</i></li> <li>➤ Know how to spot the signs that someone has a serious medical issue with their heart <i>(lesson 12)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Know different ways to report online sexual harassment today and think about some helpful things you can do if we encounter it or see it happening. <i>(lesson 20)</i></li> <li>➤ Know how to spot when a relationship is abusive and how to access support. <i>(lesson 21)</i></li> <li>➤ Know what marriage is. The legal benefits of it and why marriage might be an important relationship choice for some people. <i>(lesson 22)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand professional conduct and workplace etiquette and the importance of resilience and adaptability. <i>(lesson 32)</i></li> <li>➤ Know how to write CVs, cover letters, and complete application forms. <i>(lesson 33)</i></li> <li>➤ Know how to prepare for interviews. <i>(lesson 33)</i></li> <li>➤ Know how to use career planning tools such as Unifrog. <i>(lesson 33)</i></li> <li>➤ Know how to use digital tools to research placements and how to prepare for work experience using Unifrog. <i>(lesson 34)</i></li> <li>➤ Know how to communicate professionally via email or on the telephone. <i>(lesson 34)</i></li> <li>➤ Know about legal rights at work (e.g. minimum wage, working hours). <i>(lesson 34)</i></li> <li>➤ Understand responsibilities as an employee. <i>(lesson 35)</i></li> <li>➤ Know about workplace laws (e.g. health and safety, equality). <i>(lesson 35)</i></li> <li>➤ Understanding the role of trade unions in protecting workers' rights. <i>(lesson 37)</i></li> <li>➤ Know how to reflect on work experience outcomes. <i>(lesson 38)</i></li> <li>➤ Evaluate skills gained and setting future goals. <i>(lesson 38)</i></li> <li>➤ Know about income, expenses, and financial planning. <i>(lesson 39)</i></li> <li>➤ Know how to create and manage a personal budget. <i>(lesson 39)</i></li> <li>➤ Know the importance of saving and avoiding debt. <i>(lesson 39)</i></li> <li>➤ Know about different financial products (e.g. bank accounts, loans) <i>(lesson 39)</i></li> </ul>
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<p>Developing self-awareness, goal-setting, adaptability and organisation skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Transition to key stage 4 including learning skills</li> <li>➤ Managing mental health concerns</li> </ul> <p>Developing empathy, agency and decision making, including strategies to manage influence and access support in relation to:</p> <ul style="list-style-type: none"> <li>➤ Personal safety – substances</li> <li>➤ Substance abuse</li> <li>➤ Cosmetic &amp; Aesthetic procedures</li> </ul>	<p>Developing empathy and compassion, strategies to manage influence and assertive communication in relation to:</p> <ul style="list-style-type: none"> <li>➤ Consent</li> <li>➤ Enthusiasm</li> <li>➤ Pressure, persuasion, coercion</li> <li>➤ Impact of pornography</li> </ul> <p>Developing respect for diversity, risk management and support-seeking skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Identifying and responding to abuse and harassment</li> <li>➤ Relationship Expectations</li> <li>➤ Nature of committed relationships</li> </ul>	<p>Developing respect for diversity, empathy, values and opinions and advocacy skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Privilege &amp; racism</li> <li>➤ Religious diversity</li> <li>➤ Extremism</li> <li>➤ Homelessness</li> </ul> <p>Developing goal setting, motivation, organisation, leadership and presentation skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Exploring job sectors</li> <li>➤ Understanding behaviours for work</li> <li>➤ Employment rights and responsibilities</li> <li>➤ Workplace relationships</li> <li>➤ Preparing, completing and reviewing a week's work experience placement.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p> <p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul>

progress of all students)	<ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.
<b>Reading, Writing and Vocabulary</b>	<p>Key Vocabulary =</p> <p>Adaptability</p> <p>Overgeneralising</p> <p>Schizophrenia</p> <p>Resilience</p> <p>Labelling</p> <p>Cosmetic/Aesthetic</p> <p>Negative thinking patterns</p> <p>Filtering</p> <p>Binge drinking</p> <p>Reframing</p> <p>Depression</p> <p>Personalising</p> <p>Anxiety</p> <p>Catastrophising</p> <p>Stress</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary =</p> <p>Consent</p> <p>Enthusiastic Consent</p> <p>Informed Consent</p> <p>Persuasion</p> <p>Coercion</p> <p>Pornography</p> <p>Desensitisation</p> <p>Exploitation</p> <p>Revenge Porn</p> <p>Sexual Harassment</p> <p>Emotional Abuse</p> <p>Physical Abuse</p> <p>Marriage</p> <p>Civil Partnership</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary =</p> <p>Conflict</p> <p>Resolution</p> <p>Conflict Management</p> <p>Job</p> <p>Career</p> <p>Profession</p> <p>Employment</p> <p>Work</p> <p>Occupation</p> <p>Responsibilities</p> <p>Rights</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>
<b>Numeracy</b>	What phone numbers to call for help and support and in an emergency.	Students examine statistics regarding sexual harassment in the UK.	<ul style="list-style-type: none"> <li>➤ Students complete a budget sheet including average costs of utilities and bills for the average person in a month.</li> <li>➤ Students examine interest rates on credit cards, loans etc.</li> </ul>
<b>Personal Development</b>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead.</p> <p>As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong sense of their own values so they can make the right decisions for them and have the confidence to stick to them.</p>



### Rationale and Links to The National Curriculum

Life Skills at Carnforth High School aims to develop the knowledge, skills and attributes within students to enable them to thrive as individuals and manage their lives both now and in the future. Our curriculum is built with the aim to help pupils to stay healthy, safe and to prepare them for life and work in modern Britain; whilst also building wider learning skills such as curiosity and respect to help pupils achieve their academic potential across the school. We strive to help our pupils understand the importance of community and offer a safe place for them to build the skills to respect others regardless of differences. Students will be encouraged to look at how they can actively and positively contribute to society, to enjoy learning and see it as a lifelong process.

We aim to engage students, parents and staff in the ongoing development of the curriculum as we all work together to enable our students to manage critical opportunities, challenges and responsibilities that they will inevitably face as they grow up. The safety of our students is paramount within lessons, and we strive to build a positive and safe classroom environment for students to discuss some difficult and potentially controversial topics. We aim to support student wellbeing as we address issues that can affect their ability to learn.

Life Skills at Carnforth High School combines Personal, Social, Health and Economic Education (PSHEE), Relationships and Sex Education (RSE), Spiritual, Moral, Social and Cultural (SMSC) education, Careers education and Citizenship. These lessons include the content within the government's statutory framework on health, relationships and sex education, though these are also delivered across the school in other subject areas (for example online safety is also covered in Computing). The Life Skills programme has been built using the PSHE association national programme of study as is signposted by the DfE.

**Term 1 -Autumn Term** – Rationale - To empower students to navigate relationships with respect, responsibility, and awareness. Students explore the diversity of opinions around sex and relationships, learning to make informed decisions that reflect their values and protect their wellbeing. Students to be introduced to the realities and responsibilities of pregnancy and parenthood, which encourages thoughtful reflection on future aspirations, personal values, and the impact of life choices. By addressing mental health and study skills, students are better prepared to cope with academic demands and build resilience for future challenges.

**PSHE Association's Programme of Study (2025) - Health and Wellbeing (H1-H12), Relationships (R1-14, R34-R37)**

**Citizenship NC Links:** The legal system in the UK, different sources of law and how the law helps society deal with complex problems – Supports understanding of legal rights and responsibilities in relationships. The diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding – Encourages respect for differing values and beliefs in relationships. The rights and responsibilities of citizens – Promotes informed, respectful decision-making in personal and social contexts. The legal system and how laws affect individuals and families – Includes understanding legal responsibilities related to parenthood. The functions and uses of money, budgeting, and managing risk – Supports awareness of financial planning and the economic impact of life choices. The role of public services and how they support individuals and families – Encourages understanding of support systems available to parents and carers. The roles played by public institutions and voluntary groups in society – Includes understanding how services like the NHS and education system support mental health and wellbeing. The importance of active citizenship – Encourages students to take responsibility for their personal development and contribute positively to society.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their personal values, beliefs, and aspirations through discussions about relationships, pregnancy, and parenthood. These topics prompt deep thinking about identity, purpose, and the impact of life choices, helping students develop a sense of self and direction. Exploring how their decisions align with their values fosters spiritual growth and a greater understanding of their role in the world. **Moral:** By examining the responsibilities involved in relationships and parenthood, students are guided to consider the ethical dimensions of their choices. They learn to distinguish right from wrong in complex personal situations, such as navigating consent, commitment, and future planning. This promotes moral reasoning and encourages students to take responsibility for their actions and their consequences on others. **Social:** Supports students in developing empathy, communication, and resilience—skills essential for forming and maintaining healthy relationships. By addressing mental health and study skills, students are better equipped to manage academic and social pressures. These experiences help them build positive relationships, contribute to group settings, and engage constructively in their communities. **Cultural:** Through exploring diverse perspectives on sex, relationships, and family life, students gain an appreciation for cultural and societal differences. They learn to respect others' beliefs and values while forming their own informed opinions. This fosters open-mindedness, tolerance, and a deeper understanding of the varied ways people live and relate to one another in modern society.

**Careers Links - Benchmark 3: Addressing the Needs of Each Pupil** - The programme encourages students to reflect on their values, aspirations, and future life choices, including the realities of parenthood and personal wellbeing. This personalised approach ensures that students are supported in making informed decisions that align with their individual goals and circumstances, helping to reduce barriers to future success. **Benchmark 4: Linking Curriculum**

**Learning to Careers** - Topics such as pregnancy, parenthood, and mental health are directly relevant to careers in health, education, social care, and public service. By exploring these real-life issues, students gain insight into the responsibilities and challenges of various professions, helping them connect classroom learning to future career paths. **Benchmark 8: Personal Guidance**- Through reflection on relationships, life planning, and coping strategies, students are better prepared to engage in meaningful career conversations. The programme supports the development of emotional intelligence and goal-setting skills, enabling students to articulate their needs and aspirations during one-to-one guidance and career planning sessions.

**Term 2 -Spring Term** – Rationale – To ensure students understand the responsibilities of parenting, recognise signs of unhealthy relationships, and learn to make informed choices about substances. To gain awareness of their digital footprint, practical safety skills, and the importance of self-examination. The curriculum also supports emotional resilience through lessons on grief and suicide awareness, while financial education equips students with the knowledge to manage money, plan for independence, and make responsible life choices.

**PSHE Association's Programme of Study (2025) - Health and Wellbeing (H2-H8, H10, H18-H22, H24-H27), Relationships (R13-R14, R35-R37), Living in the Wider World (L11-L16, L20-L22)**



**Citizenship NC Links:** The legal system in the UK and how laws help society deal with complex problems – Supports understanding of legal responsibilities in relationships and parenting. Human rights and international law Encourages respect for the rights of individuals in family and social contexts. Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding – Promotes inclusion and awareness of different family structures and values. The role of citizens and Parliament in holding those in power to account, and the role of a free press – Encourages critical thinking about digital media and online influence. The legal system and how it protects individuals – Supports understanding of digital rights, responsibilities, and protections. Human rights and the justice system – Reinforces the importance of personal safety and dignity in digital and physical spaces. The justice system and how laws are shaped and enforced – Helps students understand how society responds to mental health and wellbeing challenges through policy and support services. Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services – Directly supports financial literacy and planning for independence. How public money is raised and spent – Encourages understanding of economic systems and responsible citizenship in financial contexts.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their personal values, aspirations, and emotional wellbeing through topics such as parenting, grief, and suicide awareness. These lessons promote self-awareness and help students explore the meaning and purpose behind life choices, relationships, and personal responsibility. By engaging with these sensitive issues, students develop empathy and a deeper understanding of themselves and others.

**Moral:** The curriculum supports moral reasoning by helping students distinguish right from wrong in areas such as substance use, digital behaviour, and financial decision-making. Students are encouraged to consider the consequences of their actions on themselves and others, promoting ethical thinking and responsible decision-making. Lessons on recognising unhealthy relationships and understanding parenting responsibilities further reinforce the importance of integrity and accountability. **Social:** Through learning about digital safety, financial literacy, and personal health, students build essential life skills that support their independence and social participation. They are encouraged to engage in respectful relationships, seek help when needed, and contribute positively to their communities. The curriculum also fosters resilience and cooperation, helping students navigate challenges and support others through shared experiences like grief and loss. **Cultural:** By exploring diverse family structures, parenting roles, and societal attitudes toward mental health and wellbeing, students gain a broader understanding of the world around them. Lessons on digital footprints and financial systems also highlight how cultural norms and technologies shape behaviour and opportunity. This promotes respect for diversity, critical thinking about societal influences, and a more inclusive worldview.

**Careers Links - Benchmark 3: Addressing the Needs of Each Pupil** - By covering topics such as parenting, unhealthy relationships, grief, and substance awareness, the programme addresses the diverse needs of students. It supports inclusive, personalised learning that helps students reflect on their own circumstances and make informed, responsible decisions about their futures. **Benchmark 4: Linking Curriculum Learning to Careers** - Lessons on financial capability, digital footprints, and personal safety directly relate to careers in finance, healthcare, education, social work, and digital industries. These real-world applications help students understand how PSHE content connects to professional environments and the expectations of the workplace. **Benchmark 8: Personal Guidance** - The curriculum encourages students to reflect on their values, wellbeing, and life goals, which supports meaningful personal guidance. By equipping students with the knowledge and confidence to manage their health, relationships, and finances, they are better prepared to engage in career planning and make informed, future-focused decisions.

**Term 3 -Summer Term** – Rationale - To develop student's skills in forward planning and research in relation to finances and careers. Students will be encouraged to think critically about borrowing money and to build their skills of risk management in relation to taking risks with their money. To Prepare students for Independent Living and develop their financial literacy and independence. To develop their budgeting skills and learn how to manage essential expenses, supporting their transition into adulthood with confidence and realism.

**PSHE Association's Programme of Study (2025) - Living in the Wider World (L11-L13, L20-L22).**

**Citizenship NC Links:** Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services – Supports understanding of how to make informed financial decisions and manage risk responsibly. How public money is raised and spent – Encourages awareness of economic systems and the broader impact of financial choices on society. The legal system in the UK and how laws help society deal with complex problems – Includes understanding legal rights and responsibilities in areas such as housing, employment, and consumer protection. The different ways in which a citizen can contribute to the improvement of their community – Encourages responsible, informed participation in society, including through financial independence and planning. Income and expenditure, budgeting, and managing risk – Directly supports the development of practical financial skills needed for adult life. Responsible activity and volunteering – Encourages students to apply their financial knowledge in real-world contexts and contribute positively to their communities.

**SMSC Links: Spiritual:** Students are encouraged to reflect on their future aspirations, values, and sense of purpose through lessons on financial independence and life planning. By considering how their financial decisions align with their personal goals and identity, they develop a deeper understanding of themselves and their place in the world. This reflection supports spiritual growth by fostering self-awareness, ambition, and a sense of responsibility for their future. **Moral:** The curriculum promotes moral reasoning by encouraging students to think critically about borrowing, budgeting, and managing financial risk. They explore the ethical implications of financial decisions, such as debt, spending, and saving, and are guided to make choices that are not only practical but also responsible and fair. These lessons help students understand the importance of integrity, accountability, and long-term thinking in managing their personal and financial lives. **Social:** Through learning about financial literacy and independent living, students develop essential life skills that support their ability to participate fully and responsibly in society. They gain confidence in managing real-world challenges, such as budgeting and planning for expenses, which prepares them for adult responsibilities. These experiences also encourage collaboration, problem-solving, and resilience—skills that are vital for building positive relationships and contributing to their communities. **Cultural:** By exploring how financial systems, employment rights, and economic opportunities vary across different communities and cultures, students gain a broader understanding of the world around them. They learn to appreciate the diversity of financial experiences and challenges people face, both locally and globally. This fosters respect for different perspectives and promotes a more inclusive, informed, and empathetic approach to financial decision-making and adult life.

**Careers Links - Benchmark 3: Addressing the Needs of Each Pupil** - The focus on financial literacy, risk management, and independent living supports personalised learning by equipping students with practical skills tailored to their individual circumstances and aspirations. This ensures that all students, regardless of background, are empowered to make informed decisions about their financial futures and career pathways. **Benchmark 4: Linking Curriculum Learning to Careers** - Lessons on budgeting, borrowing, and financial planning directly relate to careers in finance, business, public service, and entrepreneurship. These real-world applications help students understand how classroom learning connects to the expectations and responsibilities of the workplace, reinforcing the relevance of PSHE to future employment. **Benchmark 8: Personal Guidance** - By encouraging students to reflect on their financial goals, career options, and readiness for independent living, the programme supports meaningful personal guidance. It helps students identify their strengths, understand their needs, and make informed, realistic decisions about their next steps in education, training, or employment.

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	Term 1	Term 2	Term 3
<b>Key Topics</b>	<ul style="list-style-type: none"> <li>➤ <b>Relationships and Sexual Health</b> - Understanding that people have different views about sex.</li> <li>➤ Knowing how to <b>stay safe</b> if choosing to have sex. Weighing risks and benefits of different opinions.</li> <li>➤ <b>Legal and moral responsibilities</b> around <b>consent</b>. Consequences of not respecting others' right to consent.</li> <li>➤ Asserting personal wants and needs. Identifying and responding to risky or <b>unhealthy situations</b> and relationships.</li> <li>➤ Types of <b>contraception</b>, how to use them, and how to discuss them with partners.</li> <li>➤ Recognising <b>STI</b> symptoms, understanding long-term risks, and protection methods.</li> <li>➤ <b>Fertility</b> and maintaining reproductive health.</li> <li>➤ <b>Pregnancy and Parenthood</b> - What happens during pregnancy, available options, and caring for a child. Understanding pregnancy options, including <b>abortion</b>.</li> <li>➤ <b>Exam Preparation and Mental Wellbeing</b> - Methods to reduce exam stress. Identifying effective revision techniques.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Relationships &amp; Parenting</b> - Responsibilities of being a parent and the importance of stable, committed relationships. Realistic expectations and health considerations around having a baby.</li> <li>➤ <b>Healthy &amp; Unhealthy Relationships</b> - Understanding coercive control and spotting red flags in relationships</li> <li>➤ <b>Substance Awareness &amp; Decision-Making</b> - How influences affect decisions about alcohol and drugs. Making independent, responsible choices regarding substances (Lesson 18)</li> <li>➤ <b>Digital Literacy &amp; Online Safety</b> - Understanding digital footprints and their impact on future careers (Lesson 19)</li> <li>➤ <b>Personal Safety &amp; Health</b> - Practical safety skills to protect oneself and others from crime and accidents. Importance and benefits of self-examination for health.</li> <li>➤ <b>Mental Health &amp; Emotional Wellbeing</b> - Understanding grief and how to support oneself and others. Recognising suicide warning signs and supporting those with depression.</li> <li>➤ <b>Financial Literacy &amp; Living Independently</b> - Earning money, income, and tax in the UK. Salaries, pensions, and their impact on lifestyle. Budgeting for renting and furnishing a home. Factoring in travel costs for work and lifestyle planning. Emergency financial options and associated risks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Cost of Living</b> - Bills, rent, utilities, and budgeting for living alone. Transport &amp; Work-Related Costs</li> <li>➤ <b>Car Ownership</b> - Costs involved (insurance, tax, fuel, maintenance). Commuting Options and comparing travel methods and researching cost-effective routes.</li> <li>➤ <b>Managing Financial Risk</b>- High-Risk Borrowing. How payday loans work and their dangers. Risks of using loan sharks.</li> <li>➤ <b>Financial Decision-Making</b>- Identifying risky vs. safer financial choices. Weighing risks and benefits of financial decisions.</li> </ul>
<b>Substantive Knowledge</b> (The knowledge the students will develop)	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know that people have different opinions about sex. <i>(lesson 1)</i></li> <li>➤ Know how to keep themselves safe if they choose to have sex. <i>(lesson 1)</i></li> <li>➤ Understand the risks and benefits behind different opinions and actively make wise choices to ensure our wellbeing. <i>(lesson 1)</i></li> <li>➤ Know the legal and moral responsibilities with consent and about some of the consequences of failing to respect others right to consent. <i>(lesson 2)</i></li> <li>➤ To know how to effectively assert our wants and needs and how to identify and respond to risky situations, including unhealthy relationships, unsafe encounters and situations. <i>(lesson 3)</i></li> <li>➤ Know about the different types of contraception, how to use them and how to have conversations with future partners about them. <i>(lesson 4)</i></li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know about the responsibilities of being a parent and how committed, stable relationships can be important for bringing up children. So that they can make sure they make good choices for themselves and any future children they might have. <i>(lesson13)</i></li> <li>➤ To know about having a baby and what that might entail. So that they can make sure they have safe, healthy relationships and realistic expectations around starting a family. <i>(lesson14)</i></li> <li>➤ To know what coercive control is and how to spot red flags in an unhealthy relationship. <i>(lessons15&amp;16)</i></li> <li>➤ Know how different influences can affect our decision making related to alcohol and other drugs. <i>(lesson17)</i></li> <li>➤ Know how to make independent and responsible decisions related to alcohol and other drugs. <i>(lesson18)</i></li> <li>➤ Know about digital footprints and how online lives can impact upon careers. <i>(lesson19)</i></li> <li>➤ Know how to practically keep ourselves and our friends safe. So that they have the skills to best protect</li> </ul>	<p>By the end of this unit of work, students should:</p> <ul style="list-style-type: none"> <li>➤ Know how getting to and from work can also have a major financial (and time) impact, so that they can be sure to factor travel into their career and lifestyle plans. <i>(lesson 27)</i></li> <li>➤ Be able to explain some of the bills and expected costs of living alone <i>(lesson27)</i></li> <li>➤ Know ways that people may choose to access money in the case of an emergency <i>(lesson 28)</i></li> <li>➤ Know about the different options available and the risks they can pose <i>(lesson 28)</i></li> <li>➤ Be able to explain different methods someone might take to get to work and how to research the cheapest method <i>(lesson 28)</i></li> <li>➤ Be able to explain the costs involved in using a car <i>(lesson 28)</i></li> <li>➤ Know the benefits and drawbacks to taking risks with money. <i>(lesson 29&amp;30)</i></li> </ul>

	<ul style="list-style-type: none"> <li>➤ Know about the risks involved in sex and how they can reduce them. <i>(lesson 5)</i></li> <li>➤ Know how to identify signs and symptoms of STI's, consider their long-term dangers and understand ways of protecting yourself against them. <i>(lesson 6)</i></li> <li>➤ Know about what affects fertility, the importance in looking after your reproductive health and what to expect if you were to try for a baby in the future. <i>(lesson 7)</i></li> <li>➤ Know methods to reduce exam stress <i>(lesson 8)</i></li> <li>➤ Know which revision methods they find most effective <i>(lesson 8)</i></li> <li>➤ Know about what happens during pregnancy, the options that people have and how to care for a child. <i>(lesson 10)</i></li> <li>➤ Understand the options someone might have if they found themselves pregnant. Incl. abortion. <i>(lesson11)</i></li> </ul>	<p>themselves from crime and accidents as we encounter the wider world. <i>(lesson 20)</i></p> <ul style="list-style-type: none"> <li>➤ Know about self-examination and why it is important. <i>(lesson 21)</i></li> <li>➤ Know the benefits of self-examination and to keep themselves safe. <i>(lesson 21)</i></li> <li>➤ Know the different stages of grief and how to look after themselves and others whilst going through grief or bereavement. <i>(lesson 22)</i></li> <li>➤ Know warning signs from those who may intend on suicide and know about ways we can support those with depression. <i>(lesson 23)</i></li> <li>➤ Know the factors that contribute towards some people taking their own lives, the biggest risk factors and what to do to aid prevention. <i>(lesson 23)</i></li> <li>➤ Know different ways we can earn money and how income and tax operate in Britain. <i>(lesson 24)</i></li> <li>➤ Know about financial capability regarding salaries in the UK and pensions. <i>(lesson 25)</i></li> <li>➤ Know how a job and a pension can improve or add to the life they would like to have. <i>(lesson 25)</i></li> <li>➤ Be able to explain the deductions they will have from their pay <i>(lesson 25)</i></li> <li>➤ Be able to explain different types of employment contracts and the benefits/drawbacks of them <i>(lesson 25)</i></li> <li>➤ To understand the importance of pensions and the value of putting money into one <i>(lesson 26)</i></li> <li>➤ Be able to research to find places to live, furniture etc <i>(lesson 26)</i> Know about the costs involved in renting and furnishing a small home to ensure they budget for this major expense in financial planning. <i>(lesson 26)</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how to make informed decisions when making different financial choices throughout life. <i>(lesson 29&amp;30)</i></li> <li>➤ Be able to explain how pay day loans work and the risks involved with them <i>(lesson29)</i></li> <li>➤ Be able to explain the risks of using a loan shark <i>(lesson 29)</i></li> <li>➤ Be able to analyse which financial decisions are risky and which are less risky <i>(lesson 30)</i></li> <li>➤ Be able to describe the risks and benefits of taking risks with their money <i>(lesson 30)</i></li> </ul>
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<p>Developing confidence, agency and support-seeking skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Making safe and healthy lifestyle choices</li> <li>➤ Consent – responsibilities</li> <li>➤ Contraception &amp; safe sex</li> <li>➤ Fertility &amp; pregnancy</li> <li>➤ Dealing with exam stress</li> </ul>	<p>Developing communication and negotiation skills, risk management and support-seeking skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Addiction – help seeking Personal safety</li> <li>➤ Self-examination</li> </ul> <p>Developing confidence, agency and support-seeking skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Making safe and healthy lifestyle choices</li> <li>➤ pregnancy &amp; parenthood.</li> <li>➤ Suicide prevention</li> <li>➤ Grief &amp; bereavement</li> </ul>	<p>Developing resilience and risk management skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Income &amp; Tax</li> <li>➤ Money management</li> <li>➤ Preparing for adult life</li> <li>➤ Saving &amp; borrowing</li> <li>➤ Gambling, financial choices and debt</li> </ul> <p>Developing confidence, self-worth, adaptability and decision-making skills in relation to:</p> <ul style="list-style-type: none"> <li>➤ Choices – financial risks</li> <li>➤ Digital Footprints</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess)	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>	<p>Within the majority of Life Skills lessons each lesson will be assessed in a summative manner using baseline/endpoint assessments, as recommended as good practice by the PSHE Association.</p>

the progress of all students)	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>	<p>A low-stakes student end of term assessment to understand retention from the lessons this term. An opportunity for students to revisit key facts.</p> <ul style="list-style-type: none"> <li>➤ Students to complete assessment questions alone under test conditions, these are a mixture of MCQ and short answers questions.</li> <li>➤ Students self-mark as the teacher works through the marking PPT.</li> </ul> <p>Students self-evaluate and consider what they might need to improve for their next assessment, they complete a DIRT task based upon gaps in their understanding highlighted by the assessment.</p>
Reading, Writing and Vocabulary	<p>Key Vocabulary = STI Stress Consent Contraception Fertility Trimester Abortion Termination</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary = Authoritative parenting Permissive parenting Uninvolved parenting Authoritarian parenting Coercive Control</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>	<p>Key Vocabulary = Gross income Net income Salary Contract PAYE Tax National insurance Pension Utilities</p> <p>A range or written and verbal responses to scenarios are expected each lesson, alongside reading techniques such as popcorn reading.</p>
Numeracy	<ul style="list-style-type: none"> <li>➤ Students examine statistics regarding the prevalence of STIs within the county.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Calculating gross vs. net pay, understanding percentages (e.g. tax, National Insurance), interpreting payslips.</li> <li>➤ Breaking down deductions and understand how their income is affected.</li> <li>➤ Calculating gross vs. net pay, understanding percentages (e.g. tax, National Insurance), interpreting payslips.</li> <li>➤ Calculating deductions and understand how their income is affected.</li> <li>➤ Cost comparisons of transport options, calculating travel time and expenses, evaluating value for money.</li> <li>➤ Estimating running costs of car ownership (fuel, insurance, tax), calculating annual vs. monthly payments.</li> <li>➤ Examining interest rate calculations, comparing loan terms, evaluating risk vs. reward.</li> <li>➤ Calculating contributions, interest, and future value of savings.</li> </ul>
Personal Development	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead. As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead. As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong</p>	<p>The delivery of these topics supports the wider Personal Development (PD) work within school; to ensure the integration of Life Skills within PD our curriculum was developed working closely with the Personal Development lead, Pastoral leads and Designated Safeguarding lead. As a school we are dedicating large amounts of time and resources to ensuring CHS students leave our care with knowledge about how to keep themselves safe, care for others and play an active role in their communities. We are aiming for our provision within Life Skills to be thorough and truly excellent, building student's knowledge but also their skills to navigate the world well, to help them build a strong</p>

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