Lowton Church of England High School

Year 10 PSHE — Full Curriculum Mapping

PSHE Programme of Study, DfE RSHE 2026, Gatsby Benchmarks, Personal Development, Substantive and Disciplinary Knowledge

Purpose:

This document presents the complete Year 10 PSHE curriculum, half-term by half-term, mapping each unit to the PSHE Programme of Study, the DfE RSHE 2026 statutory guidance, the Gatsby Benchmarks, and the Personal Development Framework. It identifies both the substantive knowledge (the "what" pupils learn) and the disciplinary knowledge (the "how" pupils think, apply, evaluate and reflect within PSHE). Each section shows progression from Year 9 into Year 10 and onward into Year 11.

Mental Health, Body Image & Physical Health
Core Theme: Health & Wellbeing

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Resilience and the impact of trigger warnings/trauma on social media use • Deepfake technology (synthetic media), its malicious uses and the law • Body image, social media and the link to eating disorders • Social anxiety: symptoms and management strategies • Cancer screening, prevention and self-examination • Nitrous oxide: risks and the law	• Evaluate the impact of social media on resilience and mental health • Identify and critically assess deepfake content and its risks • Analyse how social media shapes body image and disordered eating • Apply management strategies to social anxiety scenarios • Justify the importance of screening and self-examination using evidence • Assess the real risks of nitrous oxide against common misconceptions	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario-based tasks

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: mental health stigma, anxiety management, sleep and happiness • Y8: benefits of exercise, lifestyle diseases and eating disorders	• Resilience and social media • Deepfakes and online safety • Body image and eating disorders • Social anxiety • Cancer screening and prevention • Substance risks (nitrous oxide)	• Exam stress management in Y10–11 • Mental health, community and support networks in Y10 • Responsible health choices in Y11

Personal Development links:

- Healthy lifestyles: mental and physical wellbeing
- Building resilience in a digital world
- Early cancer awareness and self-examination
- Understanding and managing anxiety

Combating Loneliness
Core Theme: Health & Wellbeing

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Loneliness: its causes, impact on mental health and how to combat it, for oneself and others	• Identify signs of loneliness in oneself and peers and apply strategies to address it	• Self-evaluation • Pupil voice • Formative teacher assessment • Reflection / peer-support planning task

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: mental health stigma, anxiety management, happiness and positivity	• Loneliness: causes and combating it	• Mental health, community and support networks in Y10 Weeks 5-6

Personal Development links:

- Healthy lifestyles: mental and physical wellbeing
- Building peer support and reducing social isolation

Safeguarding & Healthy Relationships
Core Theme: Relationships

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Coercive control, exploitation and abuse in relationships • Gaslighting and emotional abuse: recognising the signs • Forced marriage: the law and safeguarding • Managing divorce, separation and loss • Stalking, harassment and the law • Unplanned pregnancy: choices available to young people	• Identify signs of coercive and controlling behaviour in scenarios • Distinguish gaslighting from healthy conflict • Explain the legal protections against forced marriage • Apply coping strategies to loss and family change • Evaluate what constitutes stalking/harassment in law • Present balanced, factual information on pregnancy choices	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario-based safeguarding tasks

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: diverse relationships, gender equality, sexual harassment and the law • Y8: consent, boundaries and the law	• Coercive and abusive relationships • Gaslighting and emotional abuse • Forced marriage • Divorce, separation and loss • Stalking and harassment law • Unplanned pregnancy	• Assessing readiness for sex in Y10 Spring 2 • Reproductive and gynaecological health in Y11 • Honour-based violence awareness in Y11

Personal Development links:

- Safeguarding: recognising and responding to abuse
- Healthy and respectful relationships
- Understanding the law around relationship safety
- Supporting pupils through family change

Sexual Health & Harmful Sexual Behaviour: Locala sessions (external provider) Core Theme: Relationships / Health & Wellbeing

Two sessions delivered by Locala, the NHS-commissioned sexual health service for Wigan and Leigh: 'Harmful Sexual Behaviours' and 'Safe and Healthy Sexual Relationships'. A member of school staff is present throughout.

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Harmful sexual behaviour: what it is and the law around it • The distinction between sexual harassment, sexual violence and harmful sexual behaviour • The	• Distinguish between sexual harassment, sexual violence and harmful sexual behaviour using scenario-based activities • Evaluate the possible legal	• Self-evaluation (Locala baseline questionnaire at the start of the relevant session) • Pupil voice • Formative

impact of harmful sexual behaviour on everyone involved • The legal consequences, and the role of the bystander • How alcohol and drug use can lead to risky sexual behaviour • Recap and reinforcement of Year 9 contraception and STI (sexually transmitted infection) knowledge through a team quiz (five rounds) • The effect of alcohol on judgement, explored through an impairment-goggles activity • How and where to access confidential sexual health advice and treatment locally, including local clinic information	consequences of harmful sexual behaviour • Analyse the responsibilities of the bystander and identify safe intervention strategies • Analyse how substance use impairs decision-making around sex and consent • Apply Year 9 sexual health knowledge through a team knowledge quiz	teacher assessment • Knowledge quiz recapping Year 9 content
Year 9 — prior learning	**Year 10 — current focus**	**Post-16 / Adult life — building towards**
• Y9 (Locala): relationships and consent in law, sexual offences, contraception and efficacy, emergency contraception, STIs (sexually transmitted infections), PrEP (pre-exposure prophylaxis) and PEP (post-exposure prophylaxis) • Y9: sexual harassment and the law, misogyny and the manosphere, pornography and the brain • Y8: consent, contraception, condoms, STIs, alcohol and risky sexual behaviour	• Harmful sexual behaviour: definition, law and impact • Sexual harassment, sexual violence and HSB (harmful sexual behaviour) distinguished • Bystander responsibility • Alcohol, drugs and risky sexual behaviour • Reinforcement of Y9 contraception and STI knowledge • Alcohol and impaired judgement • Accessing confidential local services and clinic information	• Y11 (Locala): pregnancy choices, infertility and parenting; reproductive and sexual health across adult life • Y11: fertility, reproductive health and responsible health choices • Adult life: recognising and reporting sexual violence; accessing sexual health services independently
Personal Development links: • Safeguarding: recognising harmful sexual behaviour and responding as a bystander • Healthy and respectful relationships • Understanding the law around sexual offences • Healthy lifestyles: sexual health and substance-related risk • Navigating confidential health services independently		

Careers
Core Theme: Living in the Wider World

Substantive Knowledge	Disciplinary Knowledge	Assessment
• How artificial intelligence is changing the future labour market • Employment rights and responsibilities in the workplace • Equity versus equality: the practical difference • Making the most of work experience placements • Health and safety law in employment	• Evaluate the likely impact of AI on specific career pathways • Apply employment law to realistic workplace scenarios • Distinguish equity from equality using real examples • Reflect critically on work experience to improve employability • Assess workplace risk using health and safety principles	• Self-evaluation • Pupil voice • Formative teacher assessment • Work experience reflection log • Unifrog profile completion

• Ongoing: building a Unifrog profile, including labour market research and skills audit	• Use Unifrog tools to research and record realistic labour market data	

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: succeeding in a changing labour market, KS4 options process • Y7: skills and qualities audit, introduced to Unifrog's strengths explorer	• AI and the future labour market • Employment rights and responsibilities • Equity and equality • Work experience • Health and safety at work • Unifrog profile and labour market research (ongoing)	• Post-16 planning and aspiration in Y10 Summer 2 • Choosing post-16 options in Y11 Autumn 1 • Job interviews and applications in Y11

Personal Development links:

• Preparation for the next phase of education, training and employment
• Understanding employment rights and fair treatment
• Building employability skills through real-world reflection

RSE & Society
Core Theme: Relationships / Living in the Wider World

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Assessing readiness for sex: legal, emotional and physical considerations • Abortion: the law and the choices available • LGBT+ (lesbian, gay, bisexual, transgender and other identities) rights and protections in law • Adoption and fostering • Tattoos, piercings and body modification: risks and the law • Cybercrime and the dark web	• Evaluate readiness for sex against legal and personal criteria • Present balanced, factual information on abortion choices • Apply equality law to LGBT+ rights scenarios • Compare adoption and fostering pathways • Assess the risks and legal age restrictions for body modification • Identify cybercrime risks and appropriate responses	• Self-evaluation • Pupil voice • Formative teacher assessment • RSE reflection tasks

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards

• Y9: diverse relationships, gender equality and stereotypes • Y8: contraception, STIs, condoms	• Readiness for sex • Abortion and pregnancy choices • LGBT+ rights • Adoption and fostering • Body modification risks • Cybercrime	• Reproductive and gynaecological health in Y11 • Role of pleasure in intimate relationships in Y11 • Online privacy and data protection in Y11

Personal Development links:

- Healthy and respectful relationships
- Equality, diversity and challenging prejudice
- Safeguarding: online and digital risk
- Understanding rights, choices and the law

Mental Health, Exams & Harmful Behaviours
Core Theme: Health & Wellbeing / Living in the Wider World

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Minimising exam stress and improving performance • Mental health, community and local/national support networks • Pornography, sexual ethics and harmful sexual behaviour • Social media and personal validation • Hate crime: definitions, causes and the law	• Apply evidence-based stress management to exam preparation • Signpost effectively to mental health and community support • Critically evaluate the impact of pornography on sexual attitudes • Assess how social media affects self-worth and validation-seeking • Identify hate crime and evaluate its impact and legal consequences	• Self-evaluation • Pupil voice • Formative teacher assessment • Revision/wellbeing planning task

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: managing anxiety, happiness and positivity, sleep • Y9: misogyny and the manosphere, pornography and our brains	• Exam stress management • Mental health support networks	• Revision skills and management in Y11 • Suicide prevention awareness in Y11 • Role of pleasure in intimate relationships in Y11

	• Pornography and harmful sexual behaviour • Social media validation • Hate crime	

Personal Development links:

- Challenging harmful ideologies and behaviours
- Building resilience for examinations and beyond
- Understanding and accessing mental health support
- Respect for diversity and challenging hate crime

Careers, Finance & Consolidation
Core Theme: Living in the Wider World / Health & Wellbeing

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Post-16 planning and aspiration, including Unifrog profile and labour market research • Financial awareness: cost of living, adult finances, household bills, mortgages and interest rates • PSHE consolidation and key themes revisit • Community and citizenship • Wellbeing and transition to Year 11	• Use Unifrog research to plan realistic, ambitious post-16 pathways • Apply budgeting principles to real cost-of-living scenarios • Synthesise and evaluate a year's PSHE learning • Evaluate personal contribution to community and citizenship • Reflect on personal growth and prepare for Year 11 demands	• Self-evaluation • Pupil voice • Formative teacher assessment • Year review and transition reflection • Updated Unifrog profile

Year 9 — prior learning	Year 10 — current focus	Post-16 / Adult life — building towards
• Y9: being responsible with personal finances, KS4 options • Y10: careers and employment rights (Spring 1)	• Post-16 planning • Cost of living and adult finances • PSHE consolidation • Community and citizenship • Transition to Year 11	• Choosing post-16 options in Y11 Autumn 1 • The cost of living crisis in Y11 Autumn 1 • Financial independence: budgeting for adult life in Y11

Personal Development links:

- Preparation for the next phase of education, training and employment
- Active citizenship and community participation
- Consolidating a year of personal development

	Personal Development Links
Mental Health, Body Image & Physical Health	Healthy lifestyles; mental and physical wellbeing; resilience; cancer awareness
Safeguarding & Healthy Relationships	Safeguarding; respectful relationships; recognising abuse and coercion
Careers	Preparation for next phase; employment rights; employability skills
RSE & Society	Healthy relationships; equality; safeguarding: online and digital risk
Mental Health, Exams & Harmful Behaviours	Challenging harmful ideologies; exam resilience; mental health support
Careers, Finance & Consolidation	Preparation for adult life; citizenship; Year 11 transition resilience

Statutory Compliance Statement

This Year 10 PSHE curriculum is fully mapped to the PSHE Association Programme of Study, the DfE RSHE statutory guidance (2026) and the Gatsby Benchmarks for Good Career Guidance. All statutory Health, Relationships and Living in the Wider World content is sequenced appropriately for this year group. The curriculum makes a significant contribution to the Personal Development Framework, supporting pupils' character, confidence, resilience, respectful relationships, healthy lifestyles, equality, active citizenship, British Values and preparation for adult life. Safeguarding content is sequenced with clear signposting, in line with Keeping Children Safe in Education. Fixated, obsessive, unwanted and repeated behaviours (BS10) are deliberately sequenced to Year 11 rather than Year 10, covered there in the 'Unwanted, fixed and obsessive behaviours' lesson.

Lowton Church of England High School

Year 11 PSHE — Full Curriculum Mapping

PSHE Programme of Study, DfE RSHE 2026, Gatsby Benchmarks, Personal Development, Substantive and Disciplinary Knowledge

Purpose:

This document presents the complete Year 11 PSHE curriculum, half-term by half-term, mapping each unit to the PSHE Programme of Study, the DfE RSHE 2026 statutory guidance, the Gatsby Benchmarks, and the Personal Development Framework. It identifies both the substantive knowledge (the "what" pupils learn) and the disciplinary knowledge (the "how" pupils think, apply, evaluate and reflect within PSHE). Each section also shows the progression from Year 10 into Year 11 and onward into post-16 destinations and adult life.

Note on Year 11 timing:

All statutory PSHE, RSHE and careers content is completed by the end of Summer Term 1. Summer Term 2 follows the GCSE examination window and is intentionally flexible. It is used for transition, enrichment and pastoral support, and is not required for statutory compliance.

Autumn Term 1 — Careers & Finance

Core Theme: Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Post-16 options: A Levels, T Levels, BTECs, apprenticeships and employment • Types of employment and contracts (full-time, part-time, zero-hours, self-employment) • Labour market information and growth sectors • CV structure, tailoring and presentation • Cover letters and effective applications • Interview preparation, conduct and follow-up • The cost-of-living crisis: inflation, household budgeting, bills, mortgages, interest rates and rising costs • Managing money as a young person entering adult life • Post-16 application processes, employer encounters and work readiness	• Compare and justify post-16 pathways using realistic personal criteria • Evaluate labour market information when making career decisions • Produce and refine a CV and application for a specific opportunity • Apply interview techniques to a range of scenarios • Analyse the impact of cost-of-living pressures on personal finance • Communicate strengths and experience confidently in writing and in person • Reflect on rejection, feedback and next steps • Justify financial choices in light of risk, reward and long-term consequences • Prepare and participate in employer encounters and mock application processes	• Self-evaluation • Pupil voice • Formative teacher assessment • CV and application portfolio

Progression: prior, current and future learning

Year 10 — prior learning	Year 11 — current focus	Post-16 / Adult life — building towards
• Post-16 awareness and personal strengths (HT1) • Unifrog profile and labour market research • Financial decision-making and work experience (HT4)	• Choosing post-16 options • Types of employment and labour market • CVs, applications and interviews • Cost of living and financial resilience • Post-16 application processes and employer encounters	• Successful application to college, apprenticeship or employment • Workplace conduct and employment rights • Managing personal finance as an adult, including mortgages, interest rates and long-term financial planning

Personal Development links:
• Preparation for the next phase of education, training and employment
• Equal opportunity and challenging stereotypes about work
• British Values: the rule of law in employment and contracts
• Confidence, resilience and self-belief in transition

Autumn Term 2 — Mental Health & Safety

Core Theme: Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Unwanted, fixed and obsessive behaviours: recognising and addressing them • Neurodiversity: ADHD (attention deficit hyperactivity disorder), autism, dyslexia and the social model of inclusion • Personal safety on the streets: situational awareness and risk management • Personal safety on independent travel: planning, buddying and emergency steps • Suicide and prevention: a public health perspective, sensitively framed • Pathways to help: school, GP, NHS, digital services, Samaritans, YoungMinds, Kooth	• Recognise and respond to unwanted, fixed and obsessive behaviours in self and others • Analyse and challenge stigma and stereotypes around neurodiversity • Apply personal safety strategies to realistic urban and travel scenarios • Identify warning signs of suicidal ideation and respond appropriately • Communicate help-seeking and signpost others to appropriate services • Reflect on personal resilience and the conditions that support recovery • Justify the principle of "ask, listen, signpost" over giving advice • Critically evaluate media reporting of suicide against safe-messaging guidelines	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario response and reflection task

Progression: prior, current and future learning

Year 10 — prior learning	Year 11 — current focus	Post-16 / Adult life — building towards
• Mental health: new challenges (HT2) • Recognising mental ill-health • Self-regulation and help-seeking	• Unwanted, fixed and obsessive behaviours • Neurodiversity awareness • Personal safety and independent travel • Suicide awareness and prevention • Pathways to help and signposting	• Independent travel for college, work or social life • Recognising and supporting mental ill-health in peers and at work • Knowing when and where to seek mental health support as an adult

Personal Development links:
• Healthy lifestyles: mental and physical wellbeing
• Citizenship and safeguarding
• Respect for difference (including neurodiversity)
• Preparation for adult life and independent travel

Spring Term 1 — Relationships & Sex Education

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Language, microaggressions and bullying: the cumulative impact • Online dating and meeting people online safely • The sexualisation of media and its effects on attitudes and expectations • Pornographic deepfakes and non-consensual intimate images: the law, and the definition of sexual harassment including unsolicited sexual attention and image-sharing • Sextortion: how it operates, recognising it, and reporting routes • Honour-based violence and so-called honour killings as criminal offences • Healthy and respectful relationships in adult life	• Recognise and challenge discriminatory language and microaggressions • Apply consent and safeguarding law to digital and dating scenarios • Critically evaluate media representations of intimacy and gender • Identify the warning signs of sextortion and honour-based abuse • Communicate boundaries assertively in online and offline contexts • Reflect on personal values and bystander responsibility • Explain how to report concerns through trusted services • Justify the legal framework around non-consensual images and deepfakes	• Self-evaluation • Pupil voice • Formative teacher assessment • Scenario-based written response

Progression: prior, current and future learning

Year 10 — prior learning	Year 11 — current focus	Post-16 / Adult life — building towards
• Healthy relationships and families (HT3) • Consent, contraception, STIs, Female Genital Mutilation (FGM), forced marriage • Sexting and image-sharing law	• Language, microaggressions and bullying • Online dating and sextortion • Sexualisation of media and deepfakes • Honour-based violence and killings	• Healthy adult relationships • Reporting harm and accessing specialist services • Respectful conduct in college, the workplace and online

Personal Development links:
• Healthy and respectful relationships
• Equality and respect for protected characteristics
• Safeguarding awareness
• Preparation for adult relationships and life

Spring Term 2 — Society, Extremism & Online Safety
Core Theme: Living in the Wider World

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Criminal behaviour, mob mentality and the psychology of crowds • Ideology and extremism: indicators, narratives and the Prevent duty • Online privacy, personal information and the principles of data protection (GDPR (General Data Protection Regulation) basics) • Cookies, tracking, profiling and data brokering • AI chatbots: capabilities, limitations and the risk of poor advice • Parasocial attachments and "misplaced affections" with AI, influencers and online figures • Critical thinking online: source evaluation and misinformation	• Analyse the social and psychological drivers of mob behaviour • Recognise extremist narratives in offline and online contexts • Evaluate online sources, including AI-generated content, for bias and accuracy • Apply privacy and data protection principles to everyday digital life • Justify the Prevent duty and explain how concerns are reported • Communicate concerns through appropriate, safe channels • Reflect on personal digital footprint and parasocial habits	• Self-evaluation • Pupil voice • Formative teacher assessment • Critical-thinking online task

• Media literacy: recognising bias, propaganda and disinformation	• Critically assess the design choices of platforms that maximise engagement • Identify and counter misinformation using structured critical-thinking frameworks	

Progression: prior, current and future learning

Year 10 — prior learning	Year 11 — current focus	Post-16 / Adult life — building towards
• Extremism, radicalisation and discrimination (HT6) • Equality Act 2010 and Prevent • Digital literacy and Unifrog use	• Mob mentality and criminal behaviour • Ideology and Prevent (deepening) • Online privacy, GDPR, cookies and AI safety • Misplaced affections with chatbots • Critical thinking, media literacy and misinformation	• Digital citizenship and online safety in college and the workplace • Protecting personal data as an adult • Resilience to harmful online narratives

Personal Development links:
• Active citizenship and engagement with democracy
• British Values: democracy, individual liberty, mutual respect and the rule of law
• Resilience to harmful narratives and online radicalisation
• Safety online and offline

Summer Term 1 — Exam Readiness
Core Theme: Health & Wellbeing

Substantive and disciplinary knowledge

Substantive Knowledge	Disciplinary Knowledge	Assessment
• Recognising and managing acute exam stress and performance pressure • Evidence-informed revision strategies: spaced practice, retrieval, interleaving • Motivation, growth mindset and academic resilience • Healthy routines during exams: sleep, hydration, nutrition and exercise • Mental health first aid for self and peers, including the science of blood, organ and stem cell donation	• Apply evidence-informed revision strategies to specific subject content • Self-monitor stress and apply appropriate coping techniques • Reflect on motivation, setbacks and how to recover from a poor session • Communicate self-care needs and seek help proactively, and explain the facts and process behind blood, organ and stem cell donation	• Self-evaluation • Pupil voice • Formative teacher assessment • Revision plan and reflection

• Help-seeking and signposting during the exam period • Post-exam transition: preparing emotionally and practically for what comes next	• Support peers without taking on inappropriate responsibility • Evaluate the trade-offs between cramming and sustainable revision • Justify the link between sleep, diet, exercise and cognitive performance • Plan and articulate a positive approach to the transition period after exams	

Progression: prior, current and future learning

Year 10 — prior learning	Year 11 — current focus	Post-16 / Adult life — building towards
• Mental health: new challenges (HT2) • Self-regulation strategies • Help-seeking and signposting	• Managing acute exam stress • Evidence-informed revision • Motivation, mindset and resilience • Healthy exam routines and mental health first aid • Post-exam transition and resilience	• Managing pressure in college, work and adult life • Sustaining healthy routines under workload • Recognising when to seek help and acting on it

Personal Development links:
• Healthy lifestyles, including sleep, nutrition and physical activity
• Resilience, confidence and self-belief
• Preparation for the next phase of education or employment
• Mutual support and respect for peers

Summer Term 2 — Flexible / Post-Examination Period

Core Theme: N / A

Half-term 6 follows the GCSE examination window. All statutory PSHE, RSHE and careers content has been completed by the end of Summer Term 1, in line with the DfE RSHE statutory guidance (2026), the PSHE Programme of Study and the Gatsby Benchmarks. This half-term is intentionally flexible and is not required for statutory compliance.

Use of this half-term

• Post-16 transition: preparing pupils for college, apprenticeship or employment — practical and emotional readiness.
• Financial independence: budgeting skills for adult life beyond school.
• Healthy relationships: reflection on all key RSE themes covered throughout the year.
• Personal wellbeing and self-care: sustained healthy habits beyond the exam period.

• Community, citizenship and active participation: British Values and civic engagement.
• Pupil voice, year review and celebration of achievements and contributions to the school community.
• Targeted intervention, enrichment or pastoral support as required.

Personal Development relevance

Although statutory PSHE content is complete, activities in this half-term contribute meaningfully to the Personal Development Framework: preparation for the next phase of education, training or employment; resilience and confidence during a period of significant change; and active citizenship through celebration and contribution to the school community.

Personal Development— Programme Summary

Half-term	Personal Development links
Autumn Term 1 — Careers & Finance	Preparation for next phase of education, training and employment; British Values (rule of law); confidence and resilience in transition
Autumn Term 2 — Mental Health & Safety	Healthy lifestyles: mental and physical wellbeing; safeguarding; respect for difference; preparation for adult life
Spring Term 1 — Relationships & Sex Education	Healthy and respectful relationships; equality; safeguarding awareness; preparation for adult relationships
Spring Term 2 — Society, Extremism & Online Safety	Active citizenship; British Values; resilience to radicalisation; online and offline safety
Summer Term 1 — Exam Readiness	Healthy lifestyles; resilience and self-belief; preparation for next phase; mutual support
Summer Term 2 — Post-Examination Period	Transition readiness; resilience during change; active citizenship; celebration of achievement

Statutory Compliance Statement

This Year 11 PSHE curriculum is fully mapped to the PSHE Association Programme of Study, the DfE RSHE statutory guidance (2026) and the Gatsby Benchmarks for Good Career Guidance. All statutory Health, Relationships and Living in the Wider World content is completed by the end of Summer Term 1. Summer Term 2 is intentionally flexible due to GCSE examinations and is not required for statutory compliance. Reproductive health, fertility and infertility, pregnancy choices and parenting (DB4, ISR4 partial, ISR7 partial) are reinforced via Locala's external Year 11 'Sexual Health Overview' session, alongside internal teaching — see Locala partnership documentation.

Menstrual/gynaecological health fundamentals (DB3), smoking harms (DATV6) and healthcare navigation (HPP8) are covered internally within this school-authored curriculum.

The curriculum makes a significant contribution to the Personal Development Framework, supporting pupils' character, confidence, resilience, respectful relationships, healthy lifestyles, equality, active citizenship, British Values, and preparation for adult life.

Safeguarding content (including the recognition of exploitation, extremism, suicide awareness, sextortion, honour-based violence, and mental ill-health) is sequenced throughout the year with clear signposting to support, in line with Keeping Children Safe in Education.