

LIFE SKILLS & KEY SKILLS

Long-Term Curriculum Plan 2026–27

Years 7–13 | PSHE • RSE • Health • Citizenship • Careers • Essential Skills • Personal Development

Our Life/Key Skills curriculum is a planned, progressive programme that prepares every pupil for life, learning, work and active citizenship. It brings together PSHE education, Relationships and Sex Education (RSE), Health Education, Citizenship, Careers Education, financial capability and explicit skills development.

The Life/Key Skills curriculum is delivered through a combination of dedicated curriculum lessons & form-time activities. It complements our wider personal development programme, including assemblies, external speakers, enrichment days/opportunities and Chace+. Further details of this comprehensive programme can be found [here](#). Students revisit key themes in a spiral curriculum, allowing knowledge and understanding to deepen as they progress through the school. There is some flexibility to allow the school to tailor the content to the needs of each cohort.

Our curriculum aims to develop pupils who can:

- understand and look after their physical and mental health and know where to seek support;
- build healthy, respectful relationships and understand consent, boundaries and safeguarding;
- recognise risk, evaluate information and make informed, responsible decisions;
- understand democracy, rights, responsibilities, law and justice and participate positively in society;
- manage money and develop practical knowledge for independent adult life;
- understand their strengths, interests and skills and connect these to future pathways;
- develop and apply the school's 12 Essential School Skills across lessons and enrichment;
- reflect termly on their development and record experiences and reflections on Unifrog;
- leave school with the knowledge, confidence, skills and experiences needed for further education, training, employment and adult life.

The six connected curriculum strands

Strand	Core learning
Health & Wellbeing	Mental health, physical health, healthy lifestyles, resilience, health services and managing risk.
Relationships & RSE	Respect, consent, healthy relationships, sexual health, harmful behaviour, family life and safeguarding.
Digital Citizenship	Online safety, media literacy, misinformation, privacy, data, AI and responsible digital behaviour.
Citizenship & Society	Rights, equality, democracy, Parliament, government, law, justice, community action and sustainability.
Financial & Life Skills	Budgeting, saving, debt, consumer choices, work, income, taxation and financial risk.
Careers & Future Pathways	Aspirations, strengths, employability, LMI, pathways, applications, employer encounters and transition.

Life Skills is based primarily on resources from Unifrog and the Association of Citizenship Teachers, but is complemented by resources from a wide range of organisations.

Essential Skills, Enrichment and Reflection

The curriculum is closely connected to the school's Enrichment and Personal Development Programme. The 12 Essential School Skills are explicitly taught, modelled, practised and revisited. Pupils have opportunities to apply them through enrichment, leadership, volunteering, projects, careers experiences and wider school life. At planned termly reflection points, pupils evaluate their use of the skills and record evidence and reflections on Unifrog. Within sixth form, students utilise form time to apply the skills to careers and track their personal development via an Ambition & Excellence Passport.

Our development cycle: Learn → Practise → Apply → Reflect → Develop

Year 7–13 Curriculum Overview

Year / phase	Key curriculum content	Intended progression
Year 7 – Starting secondary school	Transition and identity; strengths, confidence and teamwork; physical and mental changes; mental health; healthy lifestyles; relationships and respect; bullying and online safety; FGM and safeguarding; rights, equality and diversity; law and Parliament; consumer choices; introduction to careers, interests and skills.	Build foundations: self-awareness, belonging, safety, respectful relationships, responsible choices and first understanding of future pathways.
Year 8 – Building confidence	Emotional wellbeing and confidence; healthy lifestyles and health services; consent and respectful relationships; marriage/civil partnerships; unhealthy relationships; sexuality and sexual orientation; alcohol and gambling risks; media and digital literacy; community action; local economies, taxation and justice; labour market and career exploration.	Become more independent, resilient and socially aware; recognise influence and risk; connect skills and interests to possible futures.
Year 9 – Making choices and taking action	Health and self-advocacy; mental wellbeing; relationships, consent and sexual health; harassment and harmful behaviour; gangs/social influence and safeguarding; AI and critical thinking; citizenship, community action and volunteering; criminal justice; subject choices; labour market information; careers and future pathways.	Evaluate information and influence, assess risk, make informed choices and take meaningful action.
Year 10 – Preparing for adulthood	Healthy lifestyles and mental health; health services and prevention; contraception, sexual health and pregnancy; consent, intimacy and boundaries; misogyny and gender-based prejudice; stalking, harassment, coercion and grooming; budgeting and financial risk; democracy and elections; Parliament and government; rights, migration, sustainability; careers profiles, employers, applications and post-16 pathways.	Develop practical independence, informed decision-making, employability and readiness for transition.
Year 11 – Transition and active citizenship	Resilience and support; health services and prevention; consent, intimacy and sexual health; fertility, parenthood and pregnancy loss; healthy boundaries; coercion and grooming; workplace finance; democracy, Parliament, law and justice; fraud and financial crime; challenging injustice; sustainability; sixth form, college, apprenticeships, technical/vocational routes, employment and transition.	Leave lower school and prepare for sixth form with the knowledge, skills, confidence and evidence to make informed next-step decisions and contribute positively to society.
Year 12 - Ambition for future success	- Transition to sixth form: goal setting, effective work and revision skills, volunteering, work experience, plagiarism	

	- Health and wellbeing: safe sex, healthy relationships, drugs and alcohol awareness, smoking, healthy body image, healthy lifestyles, your legal rights, online safety - Diversity and inclusion: xenophobia, intersectionality, privilege, LGBTQIA+, sexism, anti-semitism, islamophobia - Preparing for the future: bank accounts, working and earning, employment rights, staying safe in public, interviews and careers based skills, P18 options - UCAS applications	Begin preparations for independent adulthood, learning practical key skills to help them make informed decisions both now and in their future.
Year 13 Achievement for future goals	- P18 applications: UCAS, college, apprenticeship, work - Finances: household bills, budgeting, saving, student finance, fraud, preparing to rent and buy - Health and wellbeing: piercings, tattoos, body enhancements, abusive relationships, power imbalances and exploitation, the impact of pornography - Preparing for the future: preparing for university, democracy, safe driving and travelling, managing stress, leaving home	Continue to prepare both practically and emotionally for adulthood, so that students leave school with confidence for their ambitious next steps.

This is then a foundation for our comprehensive post 16 Key Skills programme.

Careers Education: progressive development

Year	Developmental focus	Examples
7	Discover	Interests, aspirations, skills, dream jobs, careers resources and introduction to the world of work.
8	Explore	Labour market information, future careers, work-life balance, interests, skills and employer awareness.
9	Plan	Strengths, subject choices, pathways, labour market awareness, personal development and initiative.
10	Prepare	Career/employer profiles, work environments, applications, CVs, careers interviews, work-related learning and post-16 options.
11	Progress	Post-16 pathways, apprenticeships, technical and academic routes, employment, personal career planning and transition.
12	Research	IUCAS preparation, super curricular focus, pathways research, workplace mentoring
13	Succeed	UCAS and apprenticeships applications, assessment centre and interview support,

Details of the full careers programme can be found [here](#).

A full overview of the Life Skills programme can be found [here](#)

A full overview of the Key Skills programme can be found [here](#)

Statutory Guidance Mapping

The curriculum is designed to support the relevant statutory and national expectations for secondary education. It follows statutory guidance and uses the Unifrog and ACT frameworks as a basis to ensure that the curriculum is comprehensive, tailored to the school and

Guidance / expectation	How the Life Skills programme supports it	Evidence / implementation
RSHE – Relationships and Sex Education	Progressive teaching of healthy relationships, respect, consent, boundaries, sexual health, sexuality, family life, harmful behaviour, coercion, grooming and safeguarding.	Y7–11 curriculum map; lesson resources; curriculum reviews; pupil voice; safeguarding referral/support processes.
Health Education	Physical and mental health, healthy lifestyles, resilience, health services, prevention, medicines, risk, support-seeking and wellbeing.	Timetabled Life Skills; lesson materials; pupil reflections; pastoral/safeguarding links.
Citizenship – KS3/KS4	Rights and responsibilities, equality, democracy, Parliament, elections, government, law, justice, community action, volunteering, sustainability and informed participation.	Citizenship units; debates; social action/enrichment; pupil voice; participation records.
Careers statutory guidance	Progressive careers education from Y7, skills development, LMI, pathways, employer/education encounters, applications, transition and post-16 planning.	Careers programme; Unifrog; careers activities; provider/employer encounters; destinations and transition evidence.
Gatsby Benchmarks	Stable programme; learning outcomes; addressing needs; curriculum links; encounters with employers/educators; workplace experiences; pathways and transition.	Careers plan; Compass+/benchmark review; Unifrog; encounter records; student/parent feedback.
Personal development	Character, resilience, confidence, leadership, teamwork, social responsibility, financial capability, employability and preparation for adult life.	12 Essential School Skills; enrichment; termly reflection; Unifrog record; pupil voice; participation evidence.
Equality and inclusion	Respect for diversity, equality, different family circumstances, sexuality, disability and individual needs, with appropriate adaptation for SEND and developmental stage.	Inclusive curriculum design; adapted resources; SEND/pastoral input; pupil voice; policy alignment.
Safeguarding	Pupils learn to recognise risk, harmful behaviour, abuse/exploitation, unsafe situations and appropriate routes to trusted support.	Safeguarding procedures; disclosures/referral routes; lesson protocols; staff training; pupil understanding of support routes.

Current reference points:

- DfE: Relationships, Sex and Health Education statutory guidance – revised guidance effective 1 September 2026.
- DfE: Careers guidance and access for education and training providers – statutory guidance updated 23 June 2026.
- DfE / Careers & Enterprise Company: updated Gatsby Benchmarks, introduced for implementation from 2025–26.