

## Brief overview

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. Key themes that become more pressing in secondary particularly due to the culture of young people and technology is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 1	Citizenship 1	Citizenship 2	Self-care 1 (E-safety)	Self-care 2 (Physical)	Self-care 3 (Mental health)
Big question/ core concept	<ul style="list-style-type: none"> <li>What does it mean to be a student at Shuttleworth College?</li> <li>How do we navigate making new friends in secondary school?</li> <li>What is empathy?</li> </ul>	<ul style="list-style-type: none"> <li>What is a community?</li> <li>What are the British Values?</li> <li>Why is mutual respect and tolerance important?</li> <li>What are the protected characteristics?</li> </ul>	<ul style="list-style-type: none"> <li>What are prejudice and discrimination?</li> <li>Why is it important to be responsible?</li> <li>How do we become involved in community change?</li> </ul>	<ul style="list-style-type: none"> <li>How do we stay safe online?</li> <li>What is cyber bullying?</li> <li>How cyber bullying can affect people and how to stay safe.</li> <li>What is Radicalisation?</li> <li>What is Prevent?</li> </ul>	<ul style="list-style-type: none"> <li>How do we maintain good physical health?</li> <li>How do we keep clean?</li> <li>Puberty – what is it and what will happen to me?</li> </ul>	<ul style="list-style-type: none"> <li>How do we maintain positive mental health?</li> <li>What is FGM?</li> </ul>
Knowing	<ul style="list-style-type: none"> <li>Positive qualities within a friendship.</li> <li>Consent is giving permission.</li> <li>Consent can be given and withdrawn.</li> <li>Bullying is the repeated use of threats or violence to harm or intimidate others.</li> <li>Peer pressure is when a friend or peer makes another person feel pressured into doing something that they don't necessarily want to do.</li> </ul>	<ul style="list-style-type: none"> <li>What it means to be part of a community.</li> <li>The fundamental British values and how they are seen in school.</li> <li>Human rights laws</li> <li>Laws relating to prejudice and discrimination.</li> <li>Responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>What it means to be an active citizen, i.e. involved in the community, involved in making a change or making a difference.</li> </ul>	<ul style="list-style-type: none"> <li>Dangers of online gaming.</li> <li>AI</li> <li>Disinformation</li> <li>What Cyber bullying is and how someone can be targeted online .</li> <li>Dangers of online relationships.</li> <li>What Radicalisation means.</li> <li>What the Prevent strategy is.</li> </ul>	<ul style="list-style-type: none"> <li>What is good hygiene.</li> <li>How to maintain good oral health/</li> <li>How periods work.</li> <li>How to use the emergency services: What making a 999 call involves.</li> </ul>	<ul style="list-style-type: none"> <li>How to maintain good and how to cope with poor mental health.</li> <li>Strategies to ensure happiness.</li> <li>What FGM is.</li> <li>Knowing where to seek support for victims or potential victims of FGM.</li> </ul>
Applying	<ul style="list-style-type: none"> <li>The impact negative relationships can have on us.</li> <li>How to give consent</li> <li>How to seek support for mental health</li> <li>How to empathise with others</li> <li>How to say no</li> </ul>	<ul style="list-style-type: none"> <li>To explain different types of communities</li> <li>To explain where the British values are present within school.</li> <li>To be respectful and tolerant of others.</li> </ul>	<ul style="list-style-type: none"> <li>How prejudice and discrimination can impact people's lives</li> <li>How to seek support for prejudice and discrimination</li> <li>How to be responsible</li> <li>How to become involved in change</li> </ul>	<ul style="list-style-type: none"> <li>How to seek and signpost support</li> <li>How to be safe online</li> </ul>	<ul style="list-style-type: none"> <li>How to maintain good physical health</li> <li>How to maintain good oral health</li> <li>what can happen if you don't maintain good physical and oral health</li> <li>How smoking can affect us/others</li> <li>How vaping can affect us/others</li> <li>How to make a 999/111 call</li> <li>The impact of hoax 999 calls</li> </ul>	<ul style="list-style-type: none"> <li>How a person's mental health can be impacted.</li> <li>Understanding how the correct support can improve mental health and well-being.</li> <li>How victims of FGM are affected.</li> </ul>

**Brief overview**

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine knife crime, gangs and county lines. Students are also introduced to extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, energy drinks, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the career's curriculum through 'employable me' which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace. Qualifications, such as T-levels are also covered to fulfil the requirements of the Baker clause.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<b>Citizenship 3</b>	<b>Citizenship 4</b>	<b>Love and Relationships 2</b>	<b>Love and Relationships 3</b>	<b>CEIAG 1</b>	<b>Self-care 4 (Drugs)</b>
<b>Big question/ core concept</b>	<ul style="list-style-type: none"> <li>What are the Fundamental British Values?</li> <li>What is the age of criminal responsibility?</li> <li>Knife crime</li> </ul>	<ul style="list-style-type: none"> <li>Serious and organised crime - Why might some people be involved in gangs?</li> <li>What are county lines and how can these affect us or others around us?</li> <li>Understanding and preventing extremism.</li> </ul>	<ul style="list-style-type: none"> <li>What are the different family types?</li> <li>What is marriage?</li> <li>What is divorce?</li> <li>How can change affect us?</li> <li>What are modern families like?</li> </ul>	<ul style="list-style-type: none"> <li>What does a healthy relationship look like?</li> <li>What can make a relationship unhealthy?</li> <li>How do we manage our emotions in a relationship?</li> <li>How do we manage a break up?</li> </ul>	<ul style="list-style-type: none"> <li>How do we study/revise for assessments?</li> <li>How do we identify our skills and strengths?</li> <li>How do we set goals?</li> </ul>	<ul style="list-style-type: none"> <li>What are drugs?</li> <li>What are the effects of drugs?</li> <li>What are the effects of energy drinks and caffeine?</li> <li>Why do people drink alcohol?</li> <li>What are the laws surrounding alcohol?</li> <li>How do drugs, alcohol and caffeine affect us?</li> </ul>
<b>Knowing</b>	<ul style="list-style-type: none"> <li>Disagreeing with others' opinions</li> <li>The laws know what the rule of law is. know the age of criminal responsibility in different countries. know why society needs laws.</li> <li>The potential consequences of carrying a knife.</li> <li>To understand how young people can take steps to achieve their goals and live knife free.</li> </ul>	<ul style="list-style-type: none"> <li>The punishment for X is Y.</li> <li>How to managing conflict.</li> <li>Define the terms extremism, violent extremism and radicalisation.</li> <li>To understand why extremism goes against British Values.</li> <li>What peer pressure is.</li> </ul>	<ul style="list-style-type: none"> <li>What a family is and the different types.</li> <li>The legalities and rights within different types of relationships.</li> <li>Dispelling myths about different family types.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding emotions within a relationship</li> <li>What catfishing is.</li> <li>Upskirting and the laws around marriage and relationships including forced marriage.</li> </ul>	<ul style="list-style-type: none"> <li>Independent revision strategies</li> <li>Tackling stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Understand the issues of drugs, alcohol, and caffeine (energy drinks).</li> <li>Understand the effects of these on mental health.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>How to deal with conflict appropriately</li> <li>How laws can protect people</li> <li>The consequences of knife crime. understand the impact carrying a knife has on family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>The impact of prison on the individual and those around them.</li> <li>How to stay safe and seek support for extremism and radicalism</li> <li>Signs that someone may be being radicalised.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Challenges faced by blended families and how these can affect the family members.</li> <li>The impact of divorce or separation.</li> </ul>	<ul style="list-style-type: none"> <li>How to manage the digital legacy of a breakup.</li> <li>How to give consent.</li> <li>How to know that someone has given consent.</li> <li>Understanding how emotions within a relationship can affect us and others</li> <li>The effect social media and catfishing can have on us or others</li> </ul>	<ul style="list-style-type: none"> <li>Why it is important to have goals.</li> <li>Impact of hobbies on our soft skills</li> <li>How to be an effective learner/employee.</li> <li>Understanding how and why it is important to tackle stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Why people use alcohol, drugs, and energy drinks.</li> <li>Why it is important to seek support if someone is using these too much.</li> </ul>

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In Year 9, the Personal Development curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Self care 5 (Money management)	Self-care 6 (Physical)	CEIAG 2	Self – care 7 (Physical)	Citizenship 5	Love and Relationships 4
Big question/ core concept	<ul style="list-style-type: none"> <li>What is debt?</li> <li>How do we budget?</li> <li>Should we borrow money?</li> </ul>	<ul style="list-style-type: none"> <li>How do we live a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>How to plan your future in relation to GCSE options, post 16 qualifications and university?</li> </ul>	<ul style="list-style-type: none"> <li>How to maintain our physical health?</li> </ul>	<ul style="list-style-type: none"> <li>What is the monarchy?</li> <li>What is a democracy?</li> <li>Political regimes</li> <li>Voting in elections</li> </ul>	<ul style="list-style-type: none"> <li>When is the right time for sex?</li> <li>Sexting and texting</li> <li>Accessing support</li> <li>Contraception</li> <li>Coercive control</li> </ul>
Knowing	<ul style="list-style-type: none"> <li>How to avoid debt.</li> <li>How to budget effectively.</li> <li>How to manage borrowing and debt.</li> <li>Why payday loans should be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>How to exercise responsibly.</li> <li>What a healthy diet involves.</li> <li>What a positive body image is.</li> <li>The dangers of smoking and vaping.</li> <li>What STIs are.</li> <li>The purpose of vaccinations and blood and organ donation</li> <li>How to self -screen for lumps and bumps</li> </ul>	<ul style="list-style-type: none"> <li>How to complete a job application</li> <li>How the different post 16 pathways work.</li> <li>How university is different to an apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>How mental health can affect someone</li> <li>gambling</li> <li>How the strategies available to support mental health can benefit people</li> <li>Why it is important to seek support when needed</li> </ul>	<ul style="list-style-type: none"> <li>British Values recap</li> <li>How to vote and why this is important</li> <li>How the government differs from the monarchy</li> </ul>	<ul style="list-style-type: none"> <li>How to give consent</li> <li>How to understand it consent has been given</li> <li>Understanding how to seek support for an unhealthy relationship</li> </ul>
Applying	<ul style="list-style-type: none"> <li>The impact debt can have on people and their mental health.</li> <li>How to seek support for money worries.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of exercise.</li> <li>Impact of healthy eating.</li> <li>Impact of smoking and vaping.</li> <li>How to maintain a positive body image.</li> <li>Effects of STIs.</li> <li>Knowing where and how to seek support or signpost others to support.</li> <li>How organ donations impact those who need them and their families.</li> </ul>	<ul style="list-style-type: none"> <li>How to apply for a job</li> <li>How to plan your life post 16 and how these life choices and plans will impact your life</li> </ul>	<ul style="list-style-type: none"> <li>How to seek support</li> <li>The impact of support</li> </ul>	<ul style="list-style-type: none"> <li>How voting can impact us and those around us</li> <li>How different political regimes around the world can affect the people living there</li> </ul>	<ul style="list-style-type: none"> <li>Understand how consent works.</li> <li>How to know if relationships are healthy or unhealthy</li> <li>The impact of sexts being shared</li> </ul>

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In Year 10, the Personal Development curriculum focuses on all four of the core concepts; mental health, love and relationships, employable me and citizenship. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental health is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies, and parents' evenings. Wider careers sessions are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

Core RE is also studied during the personal development curriculum. During the first half of Year 10, Students study A/Z OF RELIGION: Short animated clips covering key religious and non-religious topics—from Atheism and Burka to Zoroastrianism. It explores beliefs, practices, ethics, and worldviews across major religions and secular perspectives, including themes like creation, forgiveness, extremism, and the afterlife. Each form time session includes a video includes, discussion prompts, and activities. It encourages critical thinking and respectful debate across religious and philosophical education. Then, in the second half of the year, fitting within our Citizenship theme, Students cover Human Rights and the modern world. Looking at topics such as the Sustainable Development Goals, Malala and Cop 26.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 5	Love and Relationships 6	Self-care 8 (Mental Health)	CEIAG 3	Citizenship 6	Citizenship 7
Big question/ core concept	<ul style="list-style-type: none"> <li>What is consent?</li> <li>What is coercive control?</li> <li>Y10 The Talk: Consent</li> <li>Y10 The Talk: Abusive Relationships</li> <li>Y10 The Talk: Diversity in relationships</li> </ul>	<ul style="list-style-type: none"> <li>What is contraception?</li> <li>How do we deal with an unplanned pregnancy?</li> </ul> <p>Y10 The Talk: Contraception Y10 The Talk: Abortion Y10 The Talk: Overcoming barriers to use NHS sexual health services</p>	<ul style="list-style-type: none"> <li>How do we look after our Mental Wellbeing?</li> <li>How do we deal with stressful situations?</li> </ul> <p>Y11 The Talk: Mental Health Y10 The Talk: Body Image Y10 The Talk: Online Bullying</p> <p>A-Z of religion and belief</p>	<ul style="list-style-type: none"> <li>What are our options post 16?</li> <li>What is it like to do an apprenticeship?</li> <li>What is it like at university?</li> </ul> <p>Y10 The Talk: College and university Y10 The Talk: Guidance on career choices Y9 The Talk: Routes into work Y9The Talk: Types of work</p> <p>A-Z of religion and belief</p>	<ul style="list-style-type: none"> <li>What are the positive of sharing things online?</li> <li>What is classed as extremist viewpoint?</li> <li>How can we spend money and save it at the same time?</li> </ul> <p>Sharing online content Y10 The Talk</p> <p>Extreme viewpoints in the media Y10 The Talk</p> <p>Budgeting and spending Y11: The Talk</p>	<ul style="list-style-type: none"> <li>What does it mean, to be part of a community – our Rights and Responsibilities?</li> <li>How do elections work?</li> <li>How does the government spend our taxes?</li> <li>How can religion affect elections and democracy?</li> </ul> <p>Human rights and the modern world SDG's/COP 26 Equality Act 2010 Y11: The Talk Employment rights Y11: The Talk</p>
Knowing	<ul style="list-style-type: none"> <li>Consent is giving permission</li> <li>Consent can be given and withdrawn</li> <li>Qualities of a healthy relationship</li> <li>Features of an unhealthy relationship</li> <li>What coercive control is Relationships and religion.</li> </ul>	<ul style="list-style-type: none"> <li>What the qualifications post 16 are</li> <li>What the pathways are post 16</li> <li>. Relationships and religion.</li> <li>The options if you have an unplanned pregnancy</li> <li>Religious views on contraception.</li> <li>Sexual health services and what they offer</li> </ul>	<ul style="list-style-type: none"> <li>Symptoms of ill health</li> <li>Symptoms of stress, anxiety and depression</li> <li>Methods and strategies for self-care including diet and exercise</li> <li>Understand self-care</li> <li>Describe triggers</li> </ul>	<ul style="list-style-type: none"> <li>What the qualifications post 16 are</li> <li>What the pathways are post 16</li> </ul>	<ul style="list-style-type: none"> <li>The guidelines to sharing things online and how to do so positively.</li> <li>What extremism is and how to spot this.</li> <li>Essential budgeting and spending skills.</li> </ul>	<ul style="list-style-type: none"> <li>What the equality act is and how it can protect us all.</li> <li>What different rights and responsibilities we have</li> <li>What elections are</li> <li>The different political parties</li> <li>The different types of governments</li> <li>What the monarchy is</li> </ul>
Applying	<ul style="list-style-type: none"> <li>How to know if your relationships are healthy or unhealthy</li> <li>How to get support for unhealthy relationships and coercive control</li> </ul> <p>Understand how consent works</p>	<ul style="list-style-type: none"> <li>How to plan your life post 16 and how these life choices and plans will impact your life</li> <li>How and where to access contraception and support</li> <li>How to access support for an unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Understand why there is a stigma attached to mental illness</li> <li>How to behave around others</li> <li>How to maintain a sense of happiness</li> </ul>	<ul style="list-style-type: none"> <li>How to plan your life post 16 and how these life choices and plans will impact your life</li> </ul>	<ul style="list-style-type: none"> <li>How to connect with others positively online</li> <li>How to critically analyse biased content, recognise misinformation, and respond to sensationalised narratives responsibly and thoughtfully</li> <li>How to manage their finances effectively and plan for the future.</li> </ul>	<ul style="list-style-type: none"> <li>How voting can impact us and those around us</li> <li>How different political parties policies can affect us differently.</li> </ul>



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In Year 11, the Personal Development curriculum focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 can give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

Core Religious Studies is also covered within our Personal Development curriculum, enhancing the topics of love and relationships and self-care from religious view points.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 7	Love and Relationships 8	Self care 9	Self – care 10	The final preparation	
Big question/ core concept	<ul style="list-style-type: none"> <li>Gangs, cyber crime and weapons – The Talk Y11.</li> <li>Online Bullying – The Talk Y11.</li> <li>Equality Act – The Talk Y11. What are the rights, responsibilities, and protections of the Equality Act 2010?</li> <li>What does a healthy relationship look like? (The Talk Y11: The importance of stable relationships)</li> <li>Diversity in relationships (The Talk Y11: Faith and Culture in relationships)</li> <li>Pornography – The Talk Y11.</li> </ul>	<ul style="list-style-type: none"> <li>How do we know if someone has given consent? What is coercive control? (The Talk Y11 x2: Y11 Sexual assault and Alcohol and drugs and sexual behaviour)</li> <li>How do we look after our sexual and reproductive health? (The Talk Y11: Pleasure in intimate relationships)</li> <li>How do we deal with unplanned pregnancy? (The Talk Y11 x2: Unplanned pregnancies/Healthy pregnancy).</li> <li>The value of human life in Christianity, Islam and humanism.</li> </ul>	<ul style="list-style-type: none"> <li>How do we open bank accounts? (The Talk Y11: Budgeting and spending)</li> <li>How do set up accounts for different services? The Talk Y10: Mortgages unpacked).</li> <li>How do we rent or buy homes?</li> <li>How do we access support? (The Talk Y10: Sharing of personal data)</li> <li>How do we use the NHS? (The Talk Y10: How to access NHS resources)</li> </ul>	<ul style="list-style-type: none"> <li>How do we seek support for addiction? Including religious support (The Talk Y10: Substance abuse help)</li> <li>How do we seek support for domestic violence? Including religious support (The Talk Y10: Abusive relationships)</li> <li>How do we keep ourselves healthy?</li> <li>What is a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>How do we cope with stress and change?</li> <li>How do we stay safe online?</li> </ul> <p>The Talk Y11: mental healthx2, stress coping Year 10: Studying and employability skills</p>	
Knowing	<ul style="list-style-type: none"> <li>The risks of gangs, cybercrime, and weapons</li> <li>Features of a respectful relationship</li> <li>Spotting and responding to cyberbullying</li> <li>Features of healthy and unhealthy relationships</li> <li>The impact of pornography on body image and sexual relationships</li> <li>Relationships, different religious views on divorce, same sex marriage and civil partnerships</li> </ul>	<ul style="list-style-type: none"> <li>What being ready for sex involves</li> <li>Consent can be both given and withdrawn</li> <li>Drunk people can't consent</li> <li>What coercive control is and seeking support</li> <li>Giving informed consent</li> <li>The different types of contraception available</li> <li>The options available for an unplanned pregnancy</li> <li>What an abortion is</li> <li>Pregnancy and abortion, the value of human life in religion – the sanctity of life.</li> </ul>	<ul style="list-style-type: none"> <li>The different types of medical attention or services available depending on symptoms</li> <li>What living independently involves</li> <li>What opening bank accounts involves</li> <li>What buying and renting homes involves</li> </ul>	<ul style="list-style-type: none"> <li>What addiction is</li> <li>What domestic violence is</li> <li>Planning a healthy diet</li> <li>Knowing how to exercise</li> <li>Why sleep is important</li> <li>Ways of coping with change and stress</li> <li>How do religions support victims of domestic abuse/addicts?</li> </ul>	<ul style="list-style-type: none"> <li>Online safety strategies</li> </ul>	
Applying	<ul style="list-style-type: none"> <li>define gangs and cybercrime.</li> <li>explain ways to protect yourself from gangs and cybercrime.</li> <li>how to stay safe and make positive choices</li> <li>How to be respectful and know if someone is being respectful in a relationship</li> <li>The impact of pornography on body image and sexual relationships</li> <li>How relationships differ</li> </ul>	<ul style="list-style-type: none"> <li>How to know the signs of being ready or not ready for sex</li> <li>How to know if someone has given consent</li> <li>How the different types of contraception are suited to different people and different types of relationship</li> <li>How to deal with an unplanned pregnancy</li> <li>The impact of dealing with an unplanned pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>How to live independently</li> <li>How to open bank accounts and set up accounts for different services</li> <li>How to rent or buy a home</li> <li>How to access support</li> </ul>	<ul style="list-style-type: none"> <li>How to use the NHS appropriately</li> <li>How to seek support for addiction</li> <li>How to seek support for DV</li> <li>How to eat healthily</li> <li>How to exercise responsibly</li> <li>How to cope with change and stress</li> <li>What the role of the Samaritans and other religious charities play in terms of supporting ALL – British Values covered too.</li> </ul>	<ul style="list-style-type: none"> <li>How to stay safe online</li> <li>How to seek support</li> </ul>	