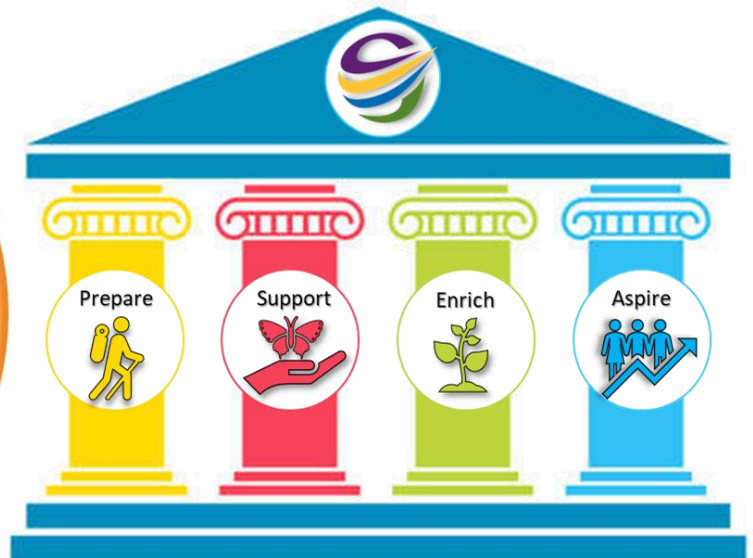


SHELLEY PERSONAL DEVELOPMENT CURRICULUM

PSHCE, RSE, CITIZENSHIP, CORE RELIGIOUS STUDIES, AND CIEAG.



CORNERSTONE AND MOMENTUM CURRICULUM OFFER BROCHURE 2026-2027

SHELLEY CORNERSTONE CURRICULUM

KS3 and 4



SHELLEY CORNERSTONE CURRICULUM



The Shelley College Cornerstone Curriculum develops the knowledge and skills in young people that allow them to go on to be happy and successful adults who make a positive contribution to society. We believe that a positive contribution is developed through students whose moral approach is underpinned by respect and valuing the diverse beliefs and views of the population that comprise 21st century Britain. As the name suggests, we believe that this foundational knowledge is essential to the happy and healthy lives of our students as they grow up.

The Cornerstone Curriculum is an age-appropriate, bespoke spiral curriculum developed in-house, which regularly revisits all SMSC themes, the RS curriculum, Citizenship, and statutory RSE. It goes above and beyond the statutory curriculum, using PSHE association guidance and contextual information to meet the needs of our students.

The Cornerstone Curriculum is designed to equip Shelley College students with the knowledge required in the following areas:

Health and Wellbeing – emotional and physical health advice, including: the dangers of alcohol, tobacco, vaping, and substance use; the importance of vaccines; becoming confident users of the NHS; context-informed mental health; and sexual health.

Relationships – Inclusive Relationship and Sex Education, including consent, sexual harassment, managing conflict, making decisions, and healthy relationships both online and offline.

Skills for Life – Personal finance, revision, study skills, managing your online presence, managing change and loss.

Next Steps - Preparing for Post-16 options including writing of personal statements, mock interviews, creating long-term plans, raising aspirations, and CIEAG

Wider World –British Values, the Equality Act, SMSC, spotting extremist views online and offline, statutory Religious Studies, and citizenship.

The Cornerstone Curriculum is delivered on **Wednesday mornings** through a disaggregated Personal Development Time, allowing 40 minutes each Wednesday. It is delivered by Personal Development Mentors to their groups, ensuring students feel confident and safe to share their views. Furthermore, the assemblies are regularly tied to the Cornerstone Curriculum, as are reciprocal reading sessions. In Year 9, students receive either 1 (dual linguists) or 2 hours a fortnight of PD. Year 10 students also receive 1 hour a fortnight of PD lessons. This ensures full delivery of Core Religious Studies and Relationships and Sex Education. Finally, Personal Development Mornings once a term see all students off-timetable from periods 1 to 3, where learning is deepened and expanded through external visitors, internal workshops and activities, and online speakers. The full overview of activities during Personal Development Time is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Y9	Start Right (Weekly notices, tutor check in)	Assembly	Cornerstone lessons (PSHE/Citizenship /Careers)	Character Curriculum	Reading
Y10		Reading		Assembly	Character Curriculum
Y11		Reading		Character Curriculum	Assembly



PSHE Curriculum Roadmap

Theme 1: Wider World



I know about the **6 world religions, agnosticism, and atheism**. I have begun to think about religions, beliefs, and cultures on a deeper level. I know the **British Values** and their importance and have begun to consider how I can be a **respectful, active citizen**. I have learnt about **democracy** and **my democratic rights**.

I consider **moral and ethical questions** such as 'how do we know right from wrong?' and 'what is my responsibility to the environment' through the study of different **religious and non-religious worldviews**. I deepen my understanding of my **civic responsibility** by considering my role in **my local area**. I learn about **laws** around behaviour online, substance use, sexual harassment, and consent. I develop a deeper understanding of the **protected characteristics** and the Equality Act. I can explain how **PREVENT** works and the **push and pull factors** which create extremism. I am also able to explain **criminal and sexual exploitation** and know how to stay safe.

I understand **how the country is governed** and the role of various **government bodies** including health and safety, the department for education, HMRC, and my local MPs and Councillors. I know **my workplace rights** and have explored these on a deeper level, including the rights of others with a view to one day managing people. I am a **responsible, active citizen** who is encouraged to take part in **voluntary and charity work**. I am clear in my knowledge of **PREVENT**, including the push and pull factors which create extremism, online issues which add to extremism, and the problem with **polarised viewpoints** in the media.

I am a **responsible young adult** who **upholds the British Values and Equality Act** as I enter my post-18 life. I can **comfortably navigate bureaucracy**, knowing **my rights** and the **rights of others** and being committed to protecting these. I am an **active citizen** who votes and takes part in our **democracy**. *I am the kind of person you would want to live next door to.*

Middle school

9

10

11

12

13

My Future

I develop my understanding of the **6 world religions, agnosticism, and atheism** by learning about different arguments for and against the existence of God. I consider the **value of life** and deepen my understanding of the **Dharmic religions**. I learn more about the **British Values** of **respect and tolerance** and **individual liberty**. I learn about different **political systems** and why **democracy** is important. I understand the **Houses of Parliament and Lords**. I can explain my views on the **voting age**, and I understand **what my human rights are**. I understand what **PREVENT** is and can identify what **extremism** is. I can also identify **grooming** and **exploitation tactics**.

I am able to explore **moral and ethical questions** on a deeper level, such as 'what is a good parent?' and 'what is my role in society?'. I know my **workplace rights** and understand how the **Equality Act** protects these. I can explain how **voting** impacts me and why it is an important **British Value**. I can clearly articulate the **Rule of Law** on various issues, including those which will directly affect me. By the end of this year, I know how to be a **responsible, active citizen** including my use of the **NHS, First aid, and CPR**. I am a respectful young adult who understands my role in society and our local community. I have met a representative of **PREVENT** and can explain clearly how **extremism** is fostered in our society, and how to combat it.

I know **my role in society** and conduct myself respectfully. I have considered my role as a **road user** if I choose to learn to drive. I am able to articulate my ideas about **political parties** and am educated on what they stand for. I know which **authorities** to use for various circumstances, including the **Citizens Advice Bureau**. I have considered my stance on **unionisation**. I know how to navigate **Diverse Modern Britain**, with a secure understanding of different faiths, beliefs and cultures and the rights afforded to everybody. I know **my role in upholding the British Values, the Equality Act, and combatting extremism**.



PSHE Curriculum Roadmap

Theme 2: Health and Wellbeing



I know how to keep myself healthy including having a **healthy active lifestyle** and **healthy diet**. I know how **drugs and alcohol** can impact me. I know about how **puberty** and **menstruation** affects myself and others. I understand what **mental health** is and strategies that can help me to be **resilient**. I have begun to consider how the media and my peers might influence my **self-esteem**.

Middle school

9

I revisit my knowledge of **drugs and alcohol** to deepen my understanding, including **push and pull factors** and **peer pressure**. I explore the link between drugs and **gangs and knife crime**, including **county lines**. As it gets closer to the mock exam season, I am able to **reflect on my mental health** and **identify signs of stress**. I can differentiate between stress and **anxiety** and am able to build on my learning in Year 9 to maintain **resilience** and **self-esteem** during a challenging period. I am **encouraged** to take part in **sports and activities** to maintain a **healthy, balanced lifestyle**.

10

I begin to consider health and wellbeing through a **wider framework** of **risk and harm reduction**. I learn what to do if faced with **drug overdoses** and understand **contributing factors** to these. I can explain how to **stay safe at festivals and nightclubs** before I am old enough to go myself. I am aware of my **personal responsibility for health** and am a **confident user of the NHS**. I can articulately talk about **mental and physical health** and the importance of **routine** to reduce stress. I consider how **student budgets** may influence **diets** and **how to be healthy on a budget**.

11

12

I am a **healthy, happy and safe** young adult who takes **personal responsibility** for my own health, including **sexual health**. I can **confidently navigate the NHS** including calling 999. I am aware of the **risks of substance use** and know how to respond in **crisis situations** such as overdoses or drowning. My knowledge of **First Aid and CPR** is embedded and I will be able to **help my fellow citizens** in a crisis.

My Future

13

I develop my understanding of **mental health** through the **NHS Every Mind Matters** lessons, learning about **managing worry** and **challenging negative thoughts** in order to build **resilience**. I understand **First Aid and CPR** at an age-appropriate level. I am able to articulate how **social media** might impact myself esteem, and how images in social media are often **doctored**. I am knowledgeable about how **body image** can impact Mental Health, including the warning signs of **eating disorders**. I know **how to get help** if I am worried about myself or somebody else. I understand the concept of **Gillick Competence**.

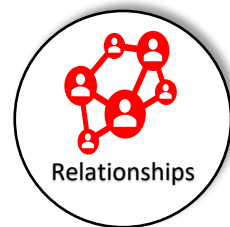
I am able to identify appropriate **NHS services** for a variety of problems and am a **confident user** of the NHS. I know that **Local Sexual Health** is a free and confidential service I have access to. I can articulate **First Aid and CPR** and have **practiced making a 999 call**. I am aware of my **personal responsibility** for my health, including **self-examination** and **routine check-ups and screenings** as I age. I can identify the **symptoms of a UTI and PCOS**, and I understand **gynaecological health**. I also deepen my understanding of **health misinformation online**, including misinformation about **mental and physical health** such as vaccines. I am alert to **conspiracy theories** and **influencer culture** and know the **appropriate, reliable sources** to find out information instead.

I develop my learning in previous years by applying these to **complex scenarios** in which there are various **risks** and **push and pull factors**, for example a **drink with work colleagues** or **unsupervised parties**. I can clearly articulate the **dangers** of using drugs, alcohol and tobacco and know the **lethal combinations** of these. I can **give advice** to others about **how to get help** for a variety of health and wellbeing needs, including **sexual and gynaecological health**.



PSHE Curriculum Roadmap

Theme 3: Relationships



I know what **diverse relationships** look like, including that some people have two mums or two dads. I know what **healthy friendships** are and know how to **conduct myself online** in an appropriate way. I understand that I am **too young** to have **intimate relationships** and know that the **age of consent** is 16. I understand **consent in friendships** and what **inappropriate touch** is.

I can articulate what **Sexually Transmitted Infections** are and know how to use **barrier contraceptives** to prevent these. I know how to **avoid pregnancy** through **hormonal contraceptives**. I am able to consider a **range of scenarios** and know that the best contraception depends on the circumstances. I can explain the **different forms of abuse**, including **financial abuse** and I know **how to get help**. I understand **consent in sexual intimacy** including **enthusiastic consent** and know that sex without this, including under the influence of **drugs and alcohol** is **sexual assault or rape**. I understand that **upskirting** and **cyberflashing** are crimes. I also understand the **dangers of pornography**.

I begin to consider relationships through a **wider framework** of **real-life scenarios**. I learn about the risk of **spiking** and how to protect myself from this. I consider the risks associated with **alcohol** and understand the importance of a **buddy system** when going into **clubs**. I am able to explain how **stress** and **work life balance** may impact my relationships and consider how to manage these. I also consider **relationships in the workplace** including **networking** and **romance**, and the impact of these.

I am a **healthy, happy and safe** young adult who takes **personal responsibility** for my relationships, including **sexual health**. I can **confidently identify** where I would go for help and know my **feelings and values** about a range of relationship topics. I am **prepared for mature relationships** and know **how to stay safe**.

Middle school

9

10

11

12

13

My Future

I develop my understanding of **consent** to consider ideas such as **sexual harassment**. I know that **sending or receiving nude images (sexting)** is **illegal** and could result in serious criminal charges. I know **how to report** any concerns about **unwanted touch**. I understand how to gauge **readiness for sexual intimacy** and am aware of what **manipulation, pressure, and coercion** are. I know that it is **wrong** to pressure or coerce others into sex. I also know that I should not be engaging in sexual activity due to the **age of consent**. Finally, I know how to get **help and advice** if I need to know more about relationships and sex education.

I can clearly articulate what **consent** is both online and offline. I understand the **risks** associated with **sexual activity** including **unplanned pregnancy** and **sexually transmitted infections**. I know how to **access contraception**. I understand the different options available to me in the case of an unplanned pregnancy, including the laws and facts about **abortion and adoption**. I understand how **fertility** changes over time and the potential for **miscarriage** in pregnancy. I can explain my **values around parenthood**. My understanding of **abuse** is deeper and I can give **advice to others** who may be in an abusive situation. I know that **Locala Sexual Health Clinic** is a free and confidential service I have access to, as well as the **C-card**.

I develop my learning in previous years by applying these to **complex scenarios** in which there are various **risks** and **push and pull** factors, for example moving for work, sexual activity while drunk, and unplanned pregnancy in early marriage. I can **give advice** to others about these topics, pulling on the wealth of knowledge I have accumulated through relationships lessons.



PSHE Curriculum Roadmap

Theme 4: Life Skills



I know what **saving up** is and why it is important. I can explain how my **online behaviour** can leave me at risk and know **how to stay safe online** in an age-appropriate manner.

Middle school

I develop my knowledge of **study skills** by learning how to **revise** in the run up to my mock exam. This includes learning how to **organise my time** and consider whether the people I know are **positive influences**. I develop my understanding of **my skills and attributes** and can apply these in a variety of situations. I know **how to ask for help** in school and am **proactive** in seeking help. I revisit **maths for life** and learn about **mortgages, credit scores, and debt**. I understand the risks of **gambling**. I revisit my learning about **fire and firework safety** and the risks of **open water** and help to advise others in what to do in these circumstances. I know the basics of **CPR** and **First aid** and know how and when to call **999**.

9

10

11

12

13

I have been taught how to be and **independent learner** through techniques such as the **Pomodoro technique, Cornell note taking**, and more. I understand **mortgages, credit scores, and debt** in more depth and consider how to plan for **big purchases**. I know how to **purchase a car** and know what to look for when **renting a house**. I am able to **budget food shop** while maintaining a **healthy diet**. I may be **learning how to drive** and understand the **risks involved in reckless and drunk driving**. I have also learnt how to prepare for **independent travel** and **going to festivals** and know how to **keep safe** when doing so.

My Future

I am a **healthy, happy and safe** young adult who takes **personal responsibility** for myself. I can **confidently identify** how to **manage my personal finances** and can **navigate adult life** including those skills I will need when I **live independently**.

I develop my understanding of **my online presence** including how this may **harm my future**. I understand how my **data is stored** and that **future employers** may see my **social media activity**. I know that **cyberbullying** is unacceptable and know how to **report** it. I am also aware of **cybercrimes** including **pirating, scams and fraud** and can identify **phishing** texts easily. I learn key **study skills** and know where to get **reliable information** online. I also learn about **fire and firework safety** and the risks of **open water**. I know the basics of **CPR** and **First aid** and know how and when to call **999**. I learn how to use **maths for life** through **personal finance** tasks in my maths lessons.

I develop my knowledge of **study skills** by revisiting how to **revise** in the run up to my exams. This includes being supported to **organise my time**. I develop my understanding of **my skills and attributes** and can apply these in a variety of situations. I know **how to ask for help** in school and am **proactive** in seeking help. I revisit my learning about **fire and firework safety** and the risks of **open water** and help to advise others in what to do in these circumstances. I know the basics of **CPR** and **First aid** and know how and when to call **999**. I can identify lots of **services** that I can go to for support, including for my health and wellbeing. I am **confident** and **articulate** and can **give advice** to others.

I have **experience** of **looking for houses within a budget** and **shopping for cars** and can explain **how to do this**. I know what **PCP finance** is as well as **how mortgages work**. I can explain how my **credit score** is impacted by my choices. I have learnt key life skills such as **networking, organising my time** and **justifying my ideas**. I can successfully apply **study skills** to my learning and am a **lifelong learner**, knowing that learning doesn't leave when I leave college. I have thought about **living independently** and have researched skills such as **changing a lightbulb, wiring a plug, using a washing machine and dryer, and what to do in the case of a power outage**. I understand what a **fuse box** is and how to reset it.



PSHE Curriculum Roadmap

Theme 5: Next Steps



I have successfully **transitioned** from middle school to high school and know that I need to **work hard** to be **successful**. I have some understanding of **appropriate behaviour** and how this might contribute to my **future employment**.

Middle school

I know the **skills interviewers value** and have reflected on my own skills in light of this. I have had **opportunities to have meaningful encounters with employers and education providers**. I have completed my **work experience** and **mock interviews** and am **confident** in how to conduct myself in **professional settings**. I also know how to send **professional work emails** and understand the **purpose of a CV**. I can make **SMART goals** and can use the **STAR response** to speak eloquently about how my **experiences demonstrate my skills**. I have used the **extracurricular and student leadership** opportunities to develop my skills.

9

I develop my understanding of **my values about work**, including **what is important for me** in a future career. I am able to **reflect** on my **skills and interests** and am regularly shown the **job of the week** in order to understand a **wide range of career options**. I know what my **subject pathways** are and what **careers** my subjects might lead to. I am able to **make decisions** about my future such as **choosing my options** from an **informed** perspective. I know **where my options will take me** and am **starting to think seriously** about my **future career**.

10

I have completed the **Progression Module** which teaches me how to **apply for jobs and universities, budget, create a CV, write a letter of interest, and access finance for university**. I understand the difference between a **Russell Group University** and other universities. I have **met and spoken to** various **post-18 education providers** including **apprenticeships**. I have completed **work experience** in line with my subjects. I understand how to **apply** for my chosen post-18 education, employment, or training and I know how to **seek help** if necessary.

11

I know what my choices for **post-16 education or training** are and am able to make **informed decisions** about these. I understand the **application process** and am supported through this, including being guided in writing my **personal statement** and my **CV**. I am confident in my **interview skills** including using the **STAR response**. I have **met the careers advisor** and received guidance on my choices. I have **attended the careers fair** to meet employers and education providers. I understand the importance of my **tutor reference** and have worked hard to ensure that this is positive. I know that it is important to choose a pathway that **suits me best** and the **impartial advice** from school has helped me to choose this.

12

I am a **healthy, happy and safe** young adult who takes **personal responsibility** for myself. I demonstrate **employability skills** and am able to **search for and apply to jobs and courses** independently. I am **thriving in my place of work or education** and have chosen **education, employment or training** that is right for me.

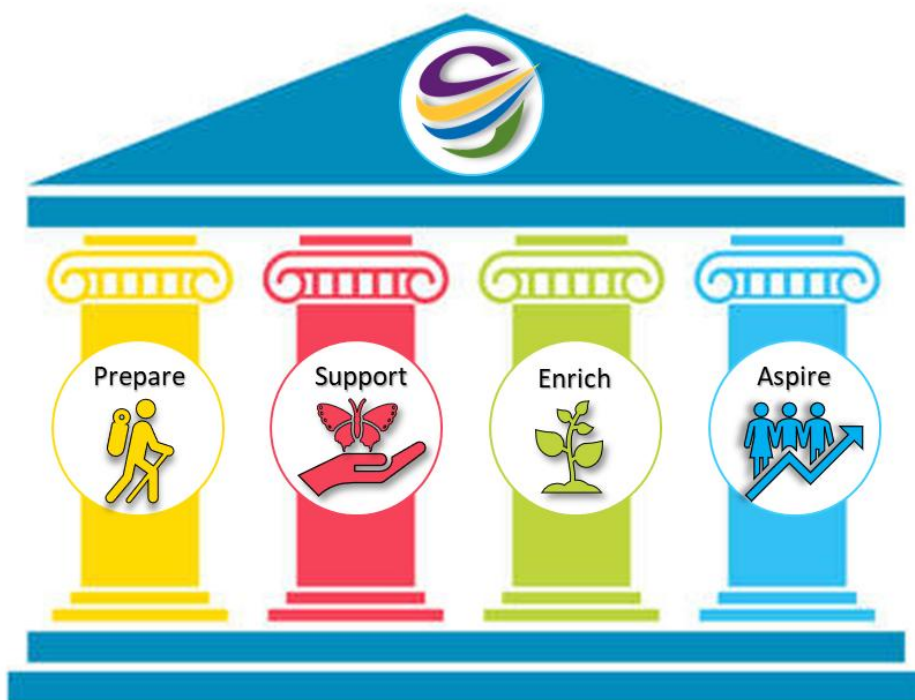
13

My Future

I have secured my **post-18 education, employment or training** and know what my **next steps** are. I have used **complex scenarios** to **advise** others on key professional skills such as **preparing for an interview, applying for a job, the first day at the office, networking, use of social media, and more**. I understand my **workplace rights** including being able to articulate the purpose of a **union**. I understand **wage slips** and **tax codes** and know that it is my responsibility to check my tax code. I am aware of the **taxes and obligations** I must pay in the future including council tax, national insurance, and any student loans I take out.

THE SHELLEY COLLEGE MOMENTUM PROGRAMME

KS5



The Momentum programme brings all non-academic education under one roof, with a cohesive package which prepares our students for all aspects of life over the next 5-7 years. The programme is designed to ensure that students are ready to leave us in year 13 to move on to happy, healthy, and safe futures.

We have designed the programme thoughtfully to create a 'guide to life' which our leavers can take with them on their next steps into adulthood.

In the modern day, we know that preparing young people for the future is more essential than ever before. Through this rigorous programme of non-academic education, we are confident that our 6th Form students will leave Shelley College prepared for the future ahead of them.

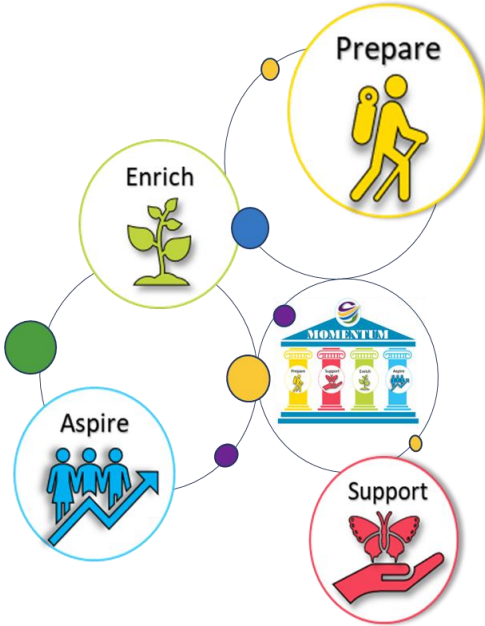
The PREPARE Pillar

The Prepare pillar is an age-appropriate, bespoke spiral curriculum developed in-house, which regularly revisits all SMSC themes, Citizenship, Religious Studies, and statutory RSE. It goes above and beyond the statutory curriculum, using PSHE association guidance and contextual information to meet the needs of our students. It is delivered by tutors and follows various case studies as students learn to apply skills such as Resilience, Honesty, Self-Worth, Kindness and Courage to real-life situations.

The Prepare pillar complements the Aspire pillar and learning on the Progression Module, which focuses on post-18 applications, including professionalism and online presence.

All students attend weekly lessons to prepare them for the next 5-7 years ahead. Additionally, at least three times a year students undertake a team-building exercise which is designed to prepare them for future group interview settings. As well as this, Personal Development Mornings once a term see all students off-timetable from periods 1 to 3, where learning is deepened and expanded through external visitors, internal workshops and activities, and online speakers. Finally, Religious Studies are woven throughout the course, with students building on their knowledge from High School to consider religious perspectives when looking at various complex scenarios.

At the end of their 2 years at Shelley, students will leave with a folder which is a 'guide to life', full of their own learning and helpful resources, to ensure they are prepared for their next steps. Topics covered are as follows:



YEAR 12

- Organisation
- The Pomodoro Method
- Cornell Note Taking
- Self-motivation
- Research skills
- Independent Learning

STUDY SKILLS

- Independent Travel
- First Aid
- Substance use
- Driving, including reckless driving
- Staying safe at clubs, festivals and parties

HEALTH, CHOICES AND SAFETY

- New friendships and relationships at work
- Networking
- Personal safety
- Conflict resolution at work
- Conflict resolution in mature relationships

BUILDING AND MAINTAINING RELATIONSHIPS

- Workplaces and the law
- Discrimination, diversity and inclusion
- Understanding and respecting different faiths and religions
- Understanding and respecting different sexualities and gender experiences
- Your rights in the workplace
- The role of trade unions and professional organisations

NAVIGATING THE WIDER WORLD

- Consent
- Assertive Communication
- Recognising abuse
- Diversity and inclusion
- Conflict resolution
- Dealing with the end of relationships

RESPECTFUL RELATIONSHIPS

- Financial contracts
- Budgeting, Saving and Debt
- Renting and Mortgages
- Making large purchases (e.g. cars, holidays)
- Financing future education

FINANCES

- Responsible health choices
- Getting your own GP / Dentist
- NHS services and how to navigate them
- Common health issues for your age group
- Health and wellbeing, including sexual health
- What to expect as you age

INDEPENDENT HEALTH

- Personal values
- Fertility
- Pregnancy
- Parenthood
- When is it the right time to... (move in together, have a child, etc.)

INTIMATE RELATIONSHIPS

- Managing stress
- Body image
- Healthy coping strategies
- Dealing with loss

MENTAL HEALTH AND EMOTIONAL WELLBEING

- Exploring future opportunities
- Post-18 options
- Making SMART goals
- Building skills over the summer holidays

PLANNING FOR THE FUTURE

YEAR 13

- Moving out checklist
- Supporting yourself
- Staying emotionally healthy
- What to look for when you buy/rent (a house, a car, etc.)
- What to do if things go wrong

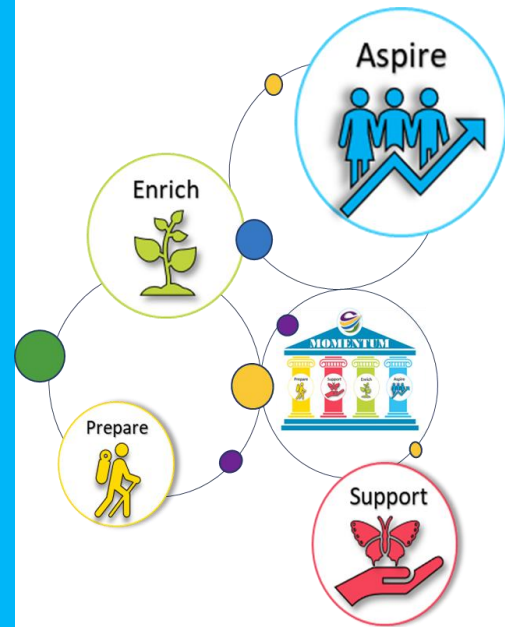
PREPARING FOR THE FUTURE

The ASPIRE Pillar

Our careers offer helps students to take control of their future through opportunities to meet and visit post-18 providers, while supporting their applications and personal journey to post-18 careers. This includes a week of Work Experience at the end of Year 12, organised and overseen by Miss Stocks and Ms Murphy. Additionally, regular opportunities are given through our partnership with Speakers for Schools to enable students to sign up to talks from industry professionals, delivered live with Q+A opportunities for students to discuss.

High achieving students are given additional support to access applications to prestigious Higher Education providers, with 17% of our 2023 leavers and 30% of our 2025 leavers moving on to Russell Group universities.

The Aspire programme also includes the Progression Module in year 12, which guides students through their post-18 options and is worth 12 UCAS credits at local University providers including the University of Huddersfield, Leeds Beckett University, and Leeds Trinity University. The module assists students with research, decision-making and applications to university and employment, with 30+ guided learning hours to develop students' skills.



The Progression Module Overview

Unit 1: You and Your Career

- Work experience preparation, career planning, CVs and letters of application

Unit 2: Exploring Your Future

- Understanding the different options for the future, including how to make decisions and planning for next steps

Unit 3: Managing Your Money

- Including HE and employment finance budget planner

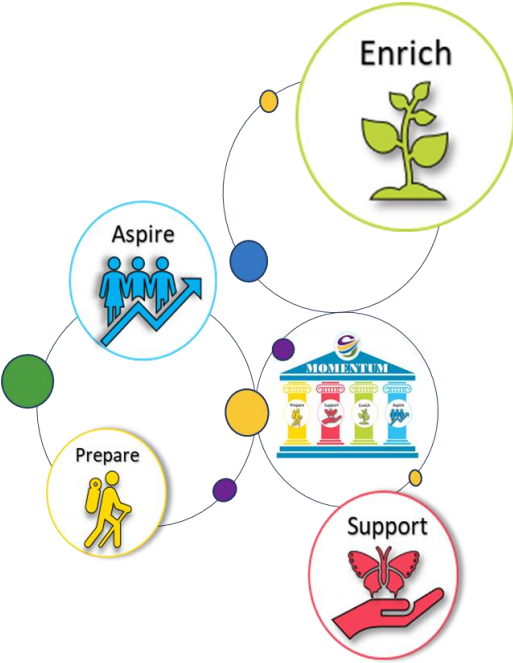
Unit 4: Marketing Yourself

- Mock interviews, presentation skills and writing personal statements

The ENRICH Pillar

Enrichment sessions are timetabled opportunities for students to enrich their learning by going beyond the national curriculum, with a range of options to choose from. Students vote at the start of the year for the options they are most interested in and are then assigned enrichment tutors to support them. Options include, but are not limited to.:

Student Newsletter	Blender and CAD
First Aid qualification	Driving Theory
British Sign Language	Volunteering
Duolingo	Sports clubs
Springpod work experience	Microsoft Office Skills



The SUPPORT Pillar

Our comprehensive package of support for our 6th form students includes logged one-to-one meetings with tutors, access to an academic mentor, pastoral support from 6th form leaders, and regular signposting to external agencies which can support our students with specific concerns. We also provide financial support through academic grants to students who qualify.

We pride ourselves on the individual, personalised support we can provide for students. This is primarily led by tutors during dedicated one-to-one slots, who are trained to mentor our students to be successful in multiple areas, including study, work, relationships and home life, and personal characteristics. Additional layers of support are identified by Ms Murphy and bespoke support is put in place, including for DA and SEND students.

