

## Lacon Childe School PSHE Curriculum Overview

### INTENT

At Lacon Childe we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. PSHE is taught in three strands at Lacon Childe, as recommended by the PSHE Association: Health And Wellbeing, Living In the Wider World and Relationships. Our curriculum time is one hour a week in Key Stage Three and one hour a fortnight in Key Stage Four. It is taught by form tutors. Each lesson the pupils are reminded of the classroom rules around discussing sensitive and personal material. We ensure the curriculum is broad and balanced by including a variety of activities and stimulus to engage the children. Our curriculum is age-appropriate, using carefully chosen vocabulary to match the language used in our feeder schools. We use a variety of resources from credible non-political organisations.

KEY STAGE THREE	Term 1 - Autumn	Term 2 - Spring	Term 3 -Summer
<p>At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.</p>			
<p><b>Year 7 Key questions</b></p>	<p><i>How do I manage my physical and mental health in the first year of secondary school?</i></p> <ul style="list-style-type: none"> <li>• What is Mental Health?</li> <li>• Can I understand the dangers of smoking and vaping?</li> <li>• Can I tell the difference between bullying and banter?</li> <li>• Can I take care of my dental health?</li> <li>• Can I manage my health and hygiene in school?</li> </ul>	<p><i>How can I manage my friendships and keep myself safe online?</i></p> <ul style="list-style-type: none"> <li>• How can I be a good friend?</li> <li>• Who am I and who do I want to be?</li> <li>• How do I manage my worries?</li> <li>• How can I keep myself safe on-line?</li> <li>• What different types of families are there?</li> <li>• What is consent?</li> </ul>	<p><i>Can I understand and uphold British values?</i></p> <ul style="list-style-type: none"> <li>• Do I understand the law in Britain?</li> <li>• Can I understand how democracy works in Britain?</li> <li>• Can I keep myself safe when using the roads?</li> <li>• What do the classifications for film and games mean?</li> <li>• What sort of job do I want to do in the future?</li> </ul>
<p><b>Year 7</b></p>	<p style="text-align: center;"><b><u>Health and Wellbeing</u></b></p> <p><b>Transition and safety: Transition to secondary school and personal safety in and outside school, including first aid</b></p> <p><b>H1.</b> how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p>	<p style="text-align: center;"><b><u>Relationships</u></b></p> <p><b>Diversity: Diversity, prejudice, and bullying</b></p> <p><b>R3.</b> about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity age and sexual orientation</p> <p><b>R38.</b> to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p>	<p style="text-align: center;"><b><u>Living in the Wider World</u></b></p> <p><b>Financial planning: Saving, borrowing, budgeting and making financial choices</b></p> <p><b>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</b></p> <p><b>H32.</b> the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer</p>

**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

**H30.** how to identify risk and manage personal safety in increasingly independent situations, including online

**H33.** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**L1.** study, organisational, research and presentation skills

**Health and puberty: Healthy routines, influences on health, puberty, unwanted contact, and FGM**

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

**H13.** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

**H14.** the benefits of physical activity and exercise for physical and mental health and wellbeing

**H15.** the importance of sleep and strategies to maintain good quality sleep

**H16.** to recognise and manage what influences their choices about physical activity

**H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships

**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism

and faith-based prejudice

**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

**Self-worth, romance and friendships (including online) and relationship boundaries**

**R2.** indicators of positive, healthy relationships and unhealthy relationships, including online

**R9.** to clarify and develop personal values in friendships, love and sexual relationships

**R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

**H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

**R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

**R16.** to further develop the skills of active listening, clear communication, negotiation and compromise

**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

and other influences relating to gambling **L1.** study, organisational, research and presentation skills

**L4.** the skills and attributes that employers value

**L5.** the skills and qualities required to engage in enterprise

**L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life

**L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**R15.** to further develop and rehearse the skills of team working

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships

**L15.** to assess and manage risk in relation to financial decisions that young people might make

**L16.** about values and attitudes relating to finance, including debt

**L17.** to manage emotions in relation to money

**L18.** to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

	<p><b>H18.</b> what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p><b>H20.</b> strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p><b>H22.</b> the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>		
	<p><b>KEY VOCABULARY</b></p> <p>Oestrogen, progesterone, testosterone, caffeine, dopamine, diabetes, circulatory system, capillaries, plasma, hygiene, dentistry, diet, exercise.</p>	<p><b>KEY VOCABULARY</b></p> <p>Physical, verbal, psychological, derogatory, disconnection, difference, perspective, respect.</p>	<p><b>KEY VOCABULARY</b></p> <p>Anxiety, adrenaline, democracy, values, tolerance, liberty, harassment, classification, stereotypes</p>
<p><b>Year 8 Key questions</b></p>	<p><i>How can I manage my friendships successfully in a time of physical change?</i></p> <ul style="list-style-type: none"> <li>• What is Black History Month?</li> <li>• What is World Mental Health Day?</li> <li>• Do I know what forms a healthy diet?</li> <li>• Can I understand why people vape?</li> <li>• Can I understand how alcohol affects the body?</li> <li>• Can I manage my sleep?</li> <li>• What is mindfulness and can it help me to manage my mental health?</li> </ul>	<p><i>Can I understand my role and that of other parts of society in upholding British values?</i></p> <ul style="list-style-type: none"> <li>• Can I uphold British values?</li> <li>• What is the European Union?</li> <li>• What is the role of the police in society?</li> <li>• What is fake news?</li> <li>• What is meant by morality and what is my personal morality?</li> </ul>	<p><i>How do I manage my physical and mental health in the second year of secondary school?</i></p> <ul style="list-style-type: none"> <li>• Can I understand what my body is going through during puberty?</li> <li>• What is diversity?</li> <li>• Can I understand the different types of families?</li> <li>• How do I manage my friendships?</li> <li>• Can I understand why tolerance is important?</li> <li>• How do I prevent rumours being spread?</li> <li>• How do I express my opinions and ideas respectfully?</li> </ul>

Autumn Term Relationships

**Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia**

**R42.** to recognise peer influence and to develop strategies for managing it, including online

**R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

**R4.** the difference between biological sex, gender identity and sexual orientation

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and Relationships

**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

**R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

**Identity and relationships: Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception**

**R4.** the difference between biological sex, gender identity and sexual orientation

**H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

Spring Term Living in the wider world**Community and careers**

Equality of opportunity in careers and life choices, and different types and patterns of work

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and Relationships

**L3.** to set realistic yet ambitious targets and goals

**L8.** about routes into work, training and other vocational and academic opportunities, and progression routes

**L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

**L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

Online safety, digital literacy, media reliability, and gambling hooks

**H32.** the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health **H30.** how to identify risk and

Summer Health and Wellbeing**Drugs and alcohol: Alcohol and drug misuse and pressures relating to drug use**

**H23.** the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

**H24.** to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

**H25.** strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

**H26.** information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

**H27.** the personal and social risks and consequences of substance use and misuse including occasional use

**H29.** about the concepts of dependence and addiction including awareness of help to overcome addictions

**H31.** ways of assessing and reducing risk in relation to health, wellbeing and personal safety

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

**R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.

**R42.** to recognise peer influence and to develop strategies for managing it, including online

**Emotional wellbeing: Mental health and emotional wellbeing, including body image and coping strategies**

**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

**R16.** to further develop the skills of active listening, clear communication, negotiation and compromise

**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such Circumstances

**R10.** the importance of trust in relationships and the behaviours that can undermine or build trust

**R25.** about the law relating to sexual consent

**R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)

**R27.** that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

**R29.** the impact of sharing sexual images of others without consent

**R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help

**R32.** the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

**R5.** to recognise that sexual attraction and sexuality are diverse

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

manage personal safety in increasingly independent situations, including online

**R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help

**L19.** to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

**L22.** the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

**L23.** to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

**L24.** to understand how the way people present themselves online can have positive and negative impacts on them

**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

**L26.** that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H4.** simple strategies to help build resilience to negative opinions, judgements and comments

**H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

**H7.** the characteristics of mental and emotional health and strategies for managing these

**H8.** the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns

**H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

**H10.** a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

**H11.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

**H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need



			<b>R24.</b> that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
	<b>KEY VOCABULARY</b> Prejudice and Discrimination, resilience, fertilisation, reproduction, puberty, contraception, menstruation, diversity, influence.	<b>KEY VOCABULARY</b> Disability, plausibility, stereotype, compound interest, morality, tolerance, protest	<b>KEY VOCABULARY</b> Alcohol, depressant, bacteria, virus, organisms, infection, asthma, respiratory, perception
<b>Year 9 key questions</b>	<i>What do I want to do in the future and how will the subjects I choose at GCSE support that?</i> <ul style="list-style-type: none"> <li>• What careers am I interested in?</li> <li>• What are my interests?</li> <li>• What option subjects should I take?</li> <li>• How do I manage my money?</li> <li>• How do I create a revision timetable?</li> <li>• How do I cope with exam stress?</li> </ul>	<i>How do I manage my physical and mental health in the third year of secondary school?</i> <ul style="list-style-type: none"> <li>• What are the dangers of alcohol?</li> <li>• Why do people take drugs?</li> <li>• How can I manage my use of social media?</li> <li>• What do I want for my own physical and mental health?</li> <li>• What are my beliefs and values?</li> <li>• What are the dangers of vaping?</li> </ul>	<i>Do I understand what a healthy relationship looks like and can I protect myself and other people in my journey to adulthood?</i> <ul style="list-style-type: none"> <li>• What does a healthy relationship look like?</li> <li>• What is sexual harassment?</li> <li>• How do I manage online relationships?</li> <li>• What are gangs and why do young people join them?</li> <li>• Am I aware of the different options for contraception?</li> </ul>
<b>Year 9</b>	<b>Autumn: Living in the wider world</b> <b>Learning strengths, career options and goal setting as part of the GCSE options process</b> <b>L8.</b> about routes into work, training and other vocational and academic opportunities, and progression routes <b>L2.</b> to review their strengths, interests, skills, qualities and values and how to develop them	<b>Spring 1 : Health and Wellbeing</b> <b>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</b> <b>R20.</b> to manage the influence of drugs and alcohol on decision-making within relationships and social situations <b>R37.</b> the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning	<b>Summer 1: Relationships</b> <b>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</b> <b>L21.</b> to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

**L6.** the importance and benefits of being a lifelong learner

**L7.** about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

**L3.** to set realistic yet ambitious targets and goals

**L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

**L13.** about young people's employment rights and responsibilities

**L14.** to manage emotions in relation to future employment

**Employability skills: Employability and online presence**

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

**R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

**L8.** about routes into work, training and other vocational and academic opportunities, and progression routes

**L4.** the skills and attributes that employers value

**L5.** the skills and qualities required to engage in enterprise

signs, including online; how to report abusive behaviours or access support for themselves or others

**R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

**R46.** strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

**R47.** motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

**Healthy lifestyle: Diet, exercise, lifestyle balance and healthy choices, and first aid**

**H14.** the benefits of physical activity and exercise for physical and mental health and wellbeing

**H15.** the importance of sleep and strategies to maintain good quality sleep

**H16.** to recognise and manage what influences their choices about physical activity

**H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

**H18.** what might influence decisions about eating a balanced diet and strategies to manage eating choices

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H19.** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society

**H21.** how to access health services when appropriate

**H32.** the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

**H27.** the personal and social risks and consequences

**R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships

**R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

**R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

**R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such Circumstances

**R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help

**R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)

**R28.** to gauge readiness for sexual intimacy

**R31.** that intimate relationships should be pleasurable

**R33.** the risks related to unprotected sex

**R34.** the consequences of unintended pregnancy, sources of support and the options available

**R35.** the roles and responsibilities of parents, carers and children in families

**Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes**

**R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

<p><b>L24.</b> to understand how the way people present themselves online can have positive and negative impacts on them</p> <p><b>L21.</b> to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p><b>L14.</b> to manage emotions in relation to future employment</p> <p><b>L2.</b> to review their strengths, interests, skills, qualities and values and how to develop them</p> <p><b>L27.</b> to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p><b>L9.</b> the benefits of setting ambitious goals and being open to opportunities in all aspects of life</p>	<p>of substance use and misuse including occasional use</p> <p><b>H29.</b> about the concepts of dependence and addiction including awareness of help to overcome addictions</p>	<p><b>R22.</b> the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p><b>R23.</b> the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p><b>R6.</b> that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p><b>R19.</b> to develop conflict management skills and strategies to reconcile after disagreements</p> <p><b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p><b>H23.</b> the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p><b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p><b>R36.</b> the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	
<p style="text-align: center;"><b>KEY VOCABULARY</b></p> <p>Progression, vocational, apprenticeship, employability, resilience, phishing, fraud, cybercrime, catfishing,</p>	<p style="text-align: center;"><b>KEY VOCABULARY</b></p> <p>Ethics, algorithm, addiction, criminalisation, confirmation bias, resilience, emotional well-being, concentration, environment.</p>	<p style="text-align: center;"><b>KEY VOCABULARY</b></p> <p>Consent, capacity, assumption, habit, contraception, procreation, condom.</p>	
<p><b>KEY STAGE FOUR</b></p>	<p style="text-align: center;"><b>Term 1 - Autumn</b></p>	<p style="text-align: center;"><b>Term 2- Spring</b></p>	
<p style="text-align: center;"><b>Term 3 - Summer</b></p>			

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.



<p><b>Year 10 key questions</b></p>	<p><i>How do I manage my physical and mental health in the last two years of secondary school?</i></p> <p>Can I have empathy for those with mental health conditions and recognise when I am feeling anxious myself?</p> <p>Do I understand the impact of alcohol and drugs on the human body?</p> <p>Can I understand the impact of grief and loss on people's lives?</p>	<p><i>How do I stay safe in my romantic relationships?</i></p> <p>Do I recognise an unhealthy relationship?</p> <p>Can I understand the negative impact that pornography has on my romantic relationships?</p> <p>How do I manage my feelings around romance and sex?</p> <p>Do I understand the importance and value of different relationships?</p>	<ul style="list-style-type: none"> <li><i>Can I consider life beyond school?</i></li> </ul> <p>Do I understand how my data is used in the real world?</p> <p>Am I prepared for Year 12? What will I study and where?</p> <p>Do I understand my rights and responsibilities in the workplace?</p> <p>Do I understand the law around sexual harassment and discrimination?</p>
<p><b>Year 10</b></p>	<p><b>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</b></p> <p><b>H2.</b> how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p><b>H5.</b> the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p><b>H6.</b> about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p><b>H7.</b> a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p><b>H9.</b> the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour</i></p>	<p><b>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</b></p> <p><b>R1.</b> the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p><b>R2.</b> the role of pleasure in intimate relationships, including orgasms</p> <p><b>R3.</b> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p><b>R6.</b> about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p><b>R7.</b> strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p><b>R8.</b> to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p> <p><b>R14.</b> the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p><b>R15.</b> the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p><b>R18.</b> about the concept of consent in maturing relationships</p>	<p><b>Addressing extremism and radicalisation: Community cohesion and challenging extremism</b></p> <p><b>L24.</b> that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p><b>L26.</b> how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p><b>L27.</b> strategies to critically assess bias, reliability and accuracy in digital content</p> <p><b>L28.</b> to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p><b>L29.</b> to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p> <p><b>R5.</b> the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p><b>R6.</b> about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p><b>R9.</b> to recognise, clarify and if necessary challenge their own values and understand how</p>

	<p><i>from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p><b>H10.</b> how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help;</p>	<p><b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p> <p><b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment</p> <p><b>R30.</b> to recognise when a relationship is abusive and strategies to manage this</p> <p><b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p>	<p>their values influence their decisions, goals and behaviours</p> <p><b>R10.</b> to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</p> <p><b>R14.</b> the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p><b>R29.</b> the law relating to abuse in relationships, including coercive control and online harassment</p> <p><b>R30.</b> to recognise when a relationship is abusive and strategies to manage this</p> <p><b>R31.</b> the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p><b>R34.</b> strategies to challenge all forms of prejudice and discrimination</p>
Year 10	<p><b>Exploring the impact of financial decisions, debt, gambling and the impact of advertising on financial choices</b></p> <p><b>H25.</b> to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others</p> <p><b>R38.</b> factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p> <p><b>L16.</b> how to effectively budget, including the benefits of saving</p> <p><b>L17.</b> how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p>	<p><b>Understanding the influence and impact of drugs, gangs, role models and the media</b></p> <p><b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p><b>R35.</b> to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p><b>R36.</b> skills to support younger peers when in positions of influence</p> <p><b>R37.</b> to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p><b>H19.</b> the consequences of substance use and misuse for the mental and physical health and wellbeing of</p>	<p><b>Preparation for and evaluation of work experience and readiness for work</b></p> <p><b>H1.</b> to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p><b>L1.</b> to evaluate and further develop their study and employability skills</p> <p><b>L3.</b> how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability including in education, training and employment</p> <p><b>L8.</b> about employment sectors and types, and changing patterns of employment</p>

	<p><b>L18.</b> to recognise and manage the range of influences on their financial decisions</p> <p><b>L19.</b> to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p><b>L20.</b> the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p><b>L25.</b> how personal data is generated, collected and shared, including by individuals, and the consequences of this</p>	<p>individuals and their families, and the wider consequences for communities</p> <p><b>H20.</b> wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p><b>H21.</b> to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>	<p><b>L11.</b> the benefits and challenges of cultivating career opportunities online</p> <p><b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p> <p><b>L5.</b> about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p><b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p><b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p><b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p><b>L23.</b> strategies for protecting and enhancing their personal and professional reputation online</p>
	<p><b>KEY VOCABULARY</b></p> <p>Anxiety, addiction, mindfulness, bereavement</p>	<p><b>KEY VOCABULARY</b></p> <p>Communication, intimacy, pornography, coercive control, marriage, cohabitation, civil partnership,</p>	<p><b>KEY VOCABULARY</b></p> <p>Inclusion, extremism, discrimination, tolerance, employability, harassment.</p>
Year 11 Key questions	<p><i>Can I consider life beyond school?</i></p> <ul style="list-style-type: none"> <li>• Do I know which college I will attend?</li> <li>• Have I completed a personal statement?</li> <li>• Do I know how to write a strong CV?</li> </ul>	<p><i>How do I manage my physical and mental health in the last two years of secondary school?</i></p> <ul style="list-style-type: none"> <li>• Can I recognise my own feelings and manage my emotions in a time of stress?</li> <li>• How will I create a healthy diet, exercise and sleep regime?</li> </ul>	<p><i>How do I stay safe in my romantic relationships?</i></p> <ul style="list-style-type: none"> <li>• Can I understand how to resolve conflict in a healthy manner?</li> <li>• Am I aware of the different routes to parenthood?</li> </ul>
Year 11	<p><b><u>Autumn 1</u></b></p> <p>Self-efficacy, stress management, and future opportunities</p>	<p><b><u>Spring 1</u></b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p><b><u>Summer 1</u></b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>

**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

**H12.** the benefits of having a balanced approach to spending time online

**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers

**H26.** the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

**H27.** about specific STIs, their treatment and how to reduce the risk of transmission

**H28.** how to respond if someone has, or may have, an STI (including ways to access sexual health services)

**H29.** to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services

**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

**R17.** ways to access information and support for

**R21.** the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

**R23.** how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

**R32.** about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

r relationships including those experiencing difficulties

**H30.** about healthy pregnancy and how lifestyle choices affect a developing foetus

**H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors

**H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

**H33.** about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

**R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

**R11.** strategies to manage the strong emotions associated with the different stages of relationships

**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships

**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

**R24.** the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

**R25.** the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

**R26.** the reasons why people choose to adopt/foster children

**R27.** about the current legal position on abortion and the range of beliefs and opinions about it

		<p><b>R33.</b> The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.</p>
<p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b>Next steps: Application processes, and skills for further education, employment and career progression</b></p> <p><b>L1.</b> to evaluate and further develop their study and employability skills</p> <p><b>L2.</b> to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p><b>L3.</b> how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability including in education, training and employment</p> <p><b>L4.</b> about the range of opportunities available to them for career progression, including in education, training and employment</p> <p><b>L6.</b> about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p><b>L7.</b> about the labour market, local, national and international employment opportunities</p> <p><b>L8.</b> about employment sectors and types, and changing patterns of employment</p> <p><b>L11.</b> the benefits and challenges of cultivating career opportunities online</p> <p><b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p> <p><b>L21.</b> to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>	<p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b>Independence: Responsible health choices, and safety in independent contexts</b></p> <p><b>H3.</b> how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p> <p><b>H4.</b> strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p><b>H11.</b> to make informed lifestyle choices regarding sleep, diet and exercise</p> <p><b>H13.</b> to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p> <p><b>H14.</b> about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> <p><b>H15.</b> the purpose of blood, organ and stem cell donation for individuals and society</p> <p><b>H16.</b> how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p><b>H17.</b> to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p><b>H18.</b> the ways in which industries and advertising can influence health and harmful behaviours</p> <p><b>H22.</b> ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p>	



Year 11 topics		<p><b>H23.</b> strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p><b>H24.</b> to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	
	<p><b>KEY VOCABULARY</b></p> <p>Curriculum vitae, contract, employability</p>	<p><b>KEY VOCABULARY</b></p> <p>Assertiveness, consequences, diffusion, Conflict management, commitment, tolerance, diversity</p>	<p><b>KEY VOCABULARY</b></p> <p>Fertility, pregnancy, conceive, infertility, In vitro fertilisation (IVF), Intrauterine insemination (IUI) surrogacy, donor, fostering, adoption</p>

**IMPACT**

As a whole school we promote outstanding personal development so that students become well-educated and well-rounded young adult. We promote SMCS (social, moral, cultural and spiritual) development of students and prepare them for the opportunities, responsibilities and experiences of later life. We promote good behaviour and positive character traits e.g. resilience, self-regulation and empathy. We foster good mental wellbeing in students so that they can fulfil their full potential at school and are well prepared for life.