

A PSHE and Wellbeing Framework for Secondary Schools

Meets the requirements of the DfE Guidance on statutory Relationships Sex and Health Education (2019)

This version will be reviewed in 6 months and in line with any changes to the guidance from the DfE

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Produced by



A PSHE and Wellbeing Framework for Secondary Schools

The resource was originally developed by Health Education Partnership Limited for the Healthy Schools Partnership, comprising London Borough of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, and Westminster City Council.

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Acknowledgement and Use

This suggested framework is based upon the [PSHE Association's Programme of Study](#) (January 2020).

The Healthy Schools Partnership and Health Education Partnership (HEP) are happy for colleagues to use the resource. If you wish to replicate the content we request you acknowledge the original source.

Development

Schools, partner agencies and young people have informed the development of this resource via:

- Consultation with school staff at local PSHE Coordinators' Network Meetings and engagement with the local Healthy Schools Programme.
- Healthy Schools Partnership Network meetings and annual summer event.
- The outcomes of consultations with children and young people

Further free resources from Health Education Partnership

- Resource bank with links to free resources
- Template RSE and PSHE Policies
- Getting ready for statutory RSHE Audit Tool
- Guide to Engaging Parents

Further information

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Contents

| | |
|--------------------------------------------------|---------|
| Introduction | page 4 |
| Context – Legislation, Guidance and Ofsted | page 5 |
| How to use this framework | page 6 |
| Sex Education..... | page 8 |
| PSHE Education – Considerations | page 9 |
| A Positive Approach and Social Norms | page 10 |

PSHE and Wellbeing within the curriculum

| | |
|---------------------------------------|---------|
| Overarching concepts | page 11 |
| Essential Skills and Attributes | page 12 |
| Long Term Overview | page 13 |
| Key Stage 3: Year 7 | page 14 |
| Key Stage 3: Year 8 | page 18 |
| Key Stage 3: Year 9 | page 23 |
| Key Stage 4: Year 10 | page 28 |
| Key Stage 4: Year 11 | page 35 |
| Key Stage 5: Year 12 | page 41 |
| Key Stage 5: Year 13 | page 47 |

| | |
|-----------------------------------------------------------------|---------|
| Appendix 1: Examples of Active Learning Techniques | page 49 |
|-----------------------------------------------------------------|---------|

| | |
|---------------------------------------------------------|---------|
| Appendix 2: Examples of Assessment Methods | page 53 |
|---------------------------------------------------------|---------|

Introduction

Personal, Social, Health and Economic (PSHE) education is a school subject which helps pupils develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. Good PSHE education also helps pupils to achieve their [academic potential](#).

Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) in June 2019.

This sets out what schools *must* cover from September 2020.

At Secondary level parents can withdraw their child/children from Sex Education as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in lessons on Sex Education. Parents cannot withdraw their child/children from Relationships or Health Education. This should be outlined in the RSE policy.

The HEP PSHE and Wellbeing Framework covers the statutory content from the above guidance and the non-statutory elements for secondary schools such as economic wellbeing. Schools are encouraged by the DfE to continue teaching PSHE Education.

This framework is based on the PSHE Association's three core themes:

- **CORE THEME 1:** HEALTH AND WELLBEING
- **CORE THEME 2:** RELATIONSHIPS
- **CORE THEME 3:** LIVING IN THE WIDER WORLD

Supporting Legislation and Guidance¹

- [Keeping Children Safe in Education](#) (statutory guidance) (2019)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)
- [DfE Careers Strategy](#) (2017)

Ofsted

The latest [Ofsted Framework](#) places a greater emphasis on **Personal Development** and the provision of a broad and balanced curriculum. A well planned, confidently delivered PSHE programme can contribute to all four judgement areas and is key to effective **Safeguarding**.

"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children... This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."

Ofsted Chief Inspector Amanda Spielman, July 2019

The development of attributes and skills are key to **Personal Development** rather than just a focus on facts. These essential skills and attributes are outlined on p.11 of this framework. Preventative PSHE education helps children and young people to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting the judgement on **Behaviour and Attitudes**. It's clear that PSHE education will play a key role in providing evidence under the new framework. Under the **Quality of Education** judgement be prepared for a '**Deep Dive**' into PSHE, considering these questions:

- **Intent** – curriculum meeting the needs of the pupils?
- **Implementation** – timetabled lessons & confident staff?
- **Impact** – measures to show the positive impact?

¹ Correct at time of writing (April 2020)

How to use this framework

This is a comprehensive framework which covers both the statutory elements of the DfE Guidance and the non-statutory elements of an effective PSHE Curriculum. It is a suggestion as to how you can organise the learning objectives as a spiral curriculum, building on learning year on year, but it is intended to be used flexibly to meet the needs of your pupils.

Key for the curriculum map

Relationships and **Sex Education (Parents can withdraw from)** – Statutory content including the following topics:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being safe
- Intimate and Sexual Relationships, including Sexual Health

Health Education - Statutory content including the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Science Curriculum (national curriculum expectations)

PSHE – Non-Statutory but recommended by DfE to include. This includes the following topics:

- Economic Wellbeing
- Careers

SG = contributes to safeguarding

BV = contributes to British Values

DfE Careers Strategy (2017)

Some of the content of the Living in the Wider World strand under **Careers** supports the 8 Gatsby Benchmarks as defined within the above DfE Careers Strategy.

The DfE have identified the above key topic areas under each of the main headings. The objectives in the framework are based on the DfE Guidance and the **PSHE Association's Programme of Study**. In **KS3** students should be building on the knowledge, skills, attributes and values that they have learnt and developed during the primary phase. In **KS4** students will then further this knowledge, enhance and practice their skills and explore attitudes, values and attributes further. The PSHE curriculum should reflect that fact that young people are moving towards an independent role in adult life.

Cross Curricular Links

This framework includes references to the **Science Curriculum** where relevant as there is some crossover with the DfE guidance and the existing national curriculum expectations. In some places **science** content is covered in an earlier year group under **Health** or **Sex Education** – we have made this clear in the key.

Science Curriculum links:

Key Stage 3 (age 11-14 years)

- *reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta*

Key Stage 4 (age 14-16 years)

- *the relationship between health and disease*
- *communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.*
- *principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception*
- *Evolution, inheritance and variation*
- *sex determination in humans*

There is a lot of content in this suggested curriculum but you don't need to fit it all in to your PSHE lessons, many of the learning objectives can be covered by other curriculum subjects e.g. **Health and Fitness** could be addressed through PE, **Healthy Eating** could be addressed through D&T and Science and **Internet Safety and Harms** will be partly covered in Computing. Map your curriculum to identify these links and take the opportunity to review the learning across these other subjects e.g. do pupils learn about the importance of physical activity for our mental health during PE? Consistency of messages is key for learning so take this opportunity to review how

the knowledge, skills and attributes are being reinforced through other curriculum subjects. This will also help you to avoid repetition.

There are two appendices at the back of the framework to support your PSHE provision focusing on active teaching and learning and assessment ideas.

Meeting the Needs of Your Pupils

This framework is a starting point for you. The children and young people in your school and the families in your community are unique. A well planned PSHE curriculum takes in to account the needs of your school community and is regularly reviewed. Here are some suggestions that can help you to create your bespoke PSHE curriculum with this framework as a starting point:

- Use pupil voice whether through surveys, assessment of learning (see appendix 2 – p.39) etc to identify key areas
- Remember that your year 7 pupils have come from a variety of Primary schools with different approaches to PSHE and levels of provision. Carrying out a baseline assessment in year 7 is key to ensuring that your PSHE provision meets the needs of your pupils
- Look at the Public Health England [Child Health Profiles](#) for your region to identify the current health and wellbeing needs for your local population and search for your local authority's Joint Strategic Needs Assessment (JSNA). This will outline the key areas of need in your area
- Staff and parent observations - either informal feedback or formal responses from surveys

Sex Education

This framework is a suggestion as to what can be identified as Sex Education (that parents can withdraw from) – schools must make their own decision based on the DfE guidance and the needs of the school community.

At Secondary level parents can withdraw their child from **Sex Education** as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in lessons on **Sex Education**. Parents cannot withdraw their child/children from **Relationships** or **Health Education**. This should be outlined in the school RSE policy.

Relationships and **Sex Education** is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.

*In secondary schools, **RSE** will often address aspects of relationships and sex education in an integrated way within a single topic. Schools should develop programmes of teaching which prioritise effective delivery of the content, and do not need artificially to separate sex education and Relationships Education.*²

In many cases the **Sex Education** content relates to the **science curriculum** (which parents can't withdraw from) but under **Sex Education** a topic such as contraception may be taught in KS3 even though it is not covered in **science** until KS4. Effective PSHE Education is predominantly preventative which means that children and young people are taught the skills, knowledge and attributes at a relevant time in their school life. Throughout the framework links with Safeguarding and British Values have been highlighted and many of the **Sex Education** objectives contribute to Safeguarding and the Law. The guidance contains a section on '**Being Safe**' which includes content relating to understanding consent. This is a topic which parents can't withdraw from as it covers Safeguarding skills.

In this framework we have identified elements of the curriculum which could be considered as **Sex Education (that parents can withdraw from)** using the key. These elements feature across year groups within Summer Term 1 under RSE enabling schools to manage any withdrawals more easily. As the guidance states, schools are not expected to artificially separate **Sex Education** and **Relationships** education but as parents are not able to withdraw from relationships education a distinction does need to be made.

Schools should be aiming to have as few students withdrawn as possible. This can be achieved through a well-planned curriculum taking into account pupil voice and parental queries. Transparency is key to building trust with parents including a clear message that age appropriate **Sex Education** (as well as **Health** and **Relationships** education) is a right for young people and if their needs aren't met in school then these will have to be addressed at home.

² Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education - June 2019.

SEND

Lessons and resources need to be relevant and accessible to all pupils, including those with SEND.

These pupils may be more vulnerable to exploitation and bullying, therefore sensitive and age-appropriate Relationships and Health Education is an essential part of their learning

Partners

Partners may support your delivery of PSHE Education but this should be used to enhance your provision and not replace planned timetabled lessons taught by confident staff. Your approach to PSHE as outlined in your policy should be shared with partners delivering sessions in your school

Period Product Scheme

The DfE have introduced a [period product scheme](#) to allow schools to order free period products for those in the school who need them. This is to help tackle period poverty. Consider how this complements your lessons on menstrual wellbeing

Staff

There are some sensitive topics to teach within PSHE and some topics that require specific knowledge that staff may not have. It is helpful to find out how staff are feeling, where the gaps are in terms of their knowledge, confidence and skills and access to CPD for staff to fill these gaps

PSHE Education Considerations

Parents / Statutory Duties

At Secondary level parents can withdraw their child from Sex Education as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in these lessons. Parents cannot withdraw their child from Relationships or Health Education. This should be outlined in the RSE policy.

Whole School Approach

Essential for enriching wellbeing in school e.g. promoting staff health and wellbeing; nurturing relationships across the whole school community; staff modelling positive, respectful behaviours; creating a culture within which all can feel safe; establishing a sense of belonging, and regularly celebrating successes. A PSHE curriculum supports SMSC development

Equality and Diversity

Schools have statutory duties under the Equality Act (2010) and the promotion of British Values. There are 9 protected characteristics within the Equality Act and an inclusive curriculum/ethos includes all of these groups, helping to prevent bullying across the school community. Teaching should reflect British Law and distinguish between opinions and facts

Questions from Children and Young People

Some children and young people don't want to ask questions in front of peers, others may have questions following lessons. Teaching skills for discussion/questioning, providing opportunities to do so in various ways e.g. question boxes, and identifying their own trusted adults at school and at home, is key for them to be able to ask questions and have discussions, as and when they need to

A Positive Approach

In delivering a comprehensive life skills programme, a range of themes are covered to support the personal, social, emotional and health development of all pupils, some of which are related to dangers, risks and negative behaviours. Rather than creating an atmosphere of fear or anxiety, these are best taught through a positive approach, acknowledging that when we are faced with various risks and negative events, we can learn to make informed decisions and responses based on knowledge, attitudes, skills and strategies to recognise and manage these situations as effectively as possible. Resources should be chosen carefully to avoid retraumatizing or victim blaming.

PSHE

Examples of a positive approach

- Internet Safety is a real concern for many parents and the risks are taught through many areas of the curriculum including PSHE and Computing. Focusing purely on risk can be a turn off for many young people as they were born into the digital world and conduct many aspects of their lives online. Lessons need to be relevant to young people and focus on the enormous potential of a connected world with skills and strategies for managing risks built in but not the main focus of every lesson.
- When teaching about smoking, lessons will inevitably cover the dangers of smoking and many children and young people may worry about people they know. Whilst we need to educate our children and young people about the risks associated with smoking, lessons should also emphasise the benefits of giving up smoking and how quickly this reduces the likelihood of long-term health issues, offering reassurance.

Social Norms

Social norms is an evidence based approach to promoting positive behaviour change in young people. Although it is best known for successfully reducing drug use, it has much wider applicability in promoting positive behaviour change. It usually involves a local campaign that educates students about actual norms, highlighting the discrepancy between these and perceived norms.

NCB (National Children's Bureau) highlights the social norms or normative approach as an honest, positive and effective way of improving the health of young people in comparison to ineffective approaches such as "health terrorism", in which extreme negative scenarios are presented to young people that are irrelevant to their experience. An example of a social norm could be:

"85% of secondary school children in our borough rarely or never drink alcohol".

Children and young people often overestimate how many of their peers smoke or drink alcohol for example. Consider how a social norms campaign, promoting positive behaviour change could support the PSHE curriculum in your school.

Overarching concepts developed through the Programme of Study³

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the **Equality Act 2010**)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

³ PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

Essential Skills and Attributes developed through the Programme of Study⁴

| Personal effectiveness | Interpersonal and social effectiveness |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set⁵ and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) | <ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds |
| Managing risk and decision-making (integral to all of the above) | |
| <ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions | |

⁴ PSHE Association, PSHE Education Programme of Study Key stages 1-5 (2017 version)

⁵ A growth mind-set refers to the work of Carol Dweck. In a growth mind-set, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Long Term Overview – Suggested Framework

| Year Group | Autumn 1 Health & Wellbeing | Autumn 2 Relationships | Spring 1 Living in the Wider World | Spring 2 Health & Wellbeing | Summer 1 Relationships and Sex Education | Summer 2 Living in the Wider World |
|------------|----------------------------------------|------------------------------------------------------------|------------------------------------------|--------------------------------------------------|-------------------------------------------------------------|---------------------------------------|
| Year 7 | Transition and Mental Wellbeing | Diversity and Bullying | Personal Goals | Puberty and Health Managing Risk and Pressure | RSE - Healthy Relationships, Consent and Body Rights | Digital Opportunities and Boundaries |
| Year 8 | Emotional Wellbeing | Identity and Discrimination | Employment and Money | Health Responsibilities | RSE - Communication and Consent | The Online World |
| Year 9 | Physical and Mental Health Support | Relationships Rights and Myths | Careers and What Influences Us | Substance Misuse, Addiction and Gangs | RSE - Intimate Relationships and Contraception | Employment, Money and Me |
| Year 10 | Mental and Physical Wellbeing | Healthy and Unhealthy Relationships and How to Get Support | The World of Work | Understanding Risks | RSE - Diverse Relationships and Contraception | Money - Influences and Decisions |
| Year 11 | Mental Wellbeing, Health and First Aid | The Media, Stereotypes and Expectations | Careers – Next Steps | The Online World, Gangs and Extremism | RSE - Sexual Health, Fertility and Pregnancy Choices | |
| | | | | | | |
| Year 12 | My Physical and Mental Wellbeing | Managing Relationships and Consent | Employment – Rights and Responsibilities | Body Image, Sexual Health and Substance Use | Values, Bullying and Discrimination in Relationships | Next Steps and Money Management |
| Year 13 | Health Decisions – away From Home | Contraception, Pregnancy and Parenthood | Careers | Managing Risk and Keeping Safe | | |

| Key Stage 3: Year 7 | | Curriculum links: |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <u>TRANSITION AND MENTAL WELLBEING</u> DfE Guidance themes: Mental Wellbeing Physical Health and Fitness Healthy Eating Health and Prevention | <p>Students will learn:</p> <ul style="list-style-type: none"> that we are all unique; being able to recognise and demonstrate personal strengths helps to increase self-confidence, self-esteem and leads to good health and wellbeing to understand what affects wellbeing and resilience (e.g. relationships, achievements and employment) the importance of and strategies for keeping a balance between school work, leisure, exercise and online activities how to recognise and talk about a range of emotions sensitively, using appropriate language^{SG} the characteristics of mental and emotional health and strategies for managing these^{SG} the benefits of physical activity for physical and mental health and wellbeing the importance of sleep and strategies to maintain good quality sleep to recognise and manage what influences their choices about physical activity <p>Students should:</p> <ul style="list-style-type: none"> recognise the emotional challenges of moving to a new school know about the support network available to them at school begin to recognise their personal strengths and how this affects their self-confidence and self-esteem be able to recognise and talk about a range of emotions^{SG} be able to recognise the characteristics of mental and emotional health and challenge the stigma around it^{SG} be able to plan for a 'healthy week' |
| AUTUMN 2 RELATIONSHIPS | <u>DIVERSITY AND BULLYING</u> DfE Guidance themes: Families Respectful relationships including friendships Online and media Mental wellbeing Internet safety and harms | <p>Students will learn:</p> <ul style="list-style-type: none"> indicators of positive, healthy relationships and unhealthy relationships, including online^{SG} 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) how to safely and responsibly form, maintain and manage positive relationships, including online^{SG} about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation^{BV} to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied^{SG BV} |

| Key Stage 3: Year 7 | | Curriculum links: <div> PSHE Relationships Education Science Curriculum </div> <div> Health Education Sex Education (Parents can withdraw from) </div> <div> <small>SG</small> = contributes to safeguarding <small>BV</small> = contributes to British Values </div> |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support <small>SG</small> <p>Students should:</p> <ul style="list-style-type: none"> recognise the characteristics of healthy, respectful relationships <small>SG</small> be able to describe different forms of prejudice, stereotypes and discrimination <small>BV</small> explain the possible impacts and effects of bullying <small>SG</small> know how to respond to bullying either as an individual or as a bystander, including how to give or seek support. <small>SG</small> |
| SPRING 1 LIVING IN THE WIDER WORLD | <u>PERSONAL GOALS</u> Careers | <p>Students will learn:</p> <ul style="list-style-type: none"> study, organisational, research and presentation skills to review their strengths, interests, skills, qualities and values and how to develop them to set realistic yet ambitious goals and targets <p>Students should:</p> <ul style="list-style-type: none"> be able to describe their strengths, interests, skills, qualities and values set targets identifying key actions/barriers to achieving these |
| SPRING 2 HEALTH AND WELLBEING | <u>PUBERTY AND HEALTH</u> <u>MANAGING RISK AND</u> <u>PRESSURE</u> DfE Guidance themes Changing Adolescent Bodies Drugs, Alcohol and Tobacco Internet Safety and Harms Respectful relationships including friendships | <p>Students will learn:</p> <ul style="list-style-type: none"> strategies to manage the physical and emotional changes that are a typical part of growing up, including puberty and menstrual wellbeing <small>SG</small> about the positive and negative roles played by drugs in society including the safe use of prescribed and over the counter medicines; the responsible use of antibiotics <small>SG</small> to evaluate myths, misconceptions, social norms and cultural values relating to the use of drugs, alcohol and tobacco some strategies to manage a range of influences on drug, alcohol and tobacco use, including peers <small>SG</small> how to identify risk and manage personal safety in increasingly independent situations, including online <small>SG</small> ways of assessing and reducing risk in relation to health, wellbeing and personal safety <small>SG</small> to recognise peer influence and to develop strategies for managing it, including online <small>SG</small> |

| Key Stage 3: Year 7 | | Curriculum links: <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <p>Students should:</p> <ul style="list-style-type: none"> be able to describe the physical and emotional changes during puberty and identify people/places to access support (link with DfE's period product scheme)^{SG} have an understanding about the safe and responsible use of prescribed and over the counter drugs^{SG} create a school campaign focused on social norms be able to name some strategies for dealing with peer pressure around drug, alcohol and tobacco use^{SG} build on their understanding of risk within the context of personal safety, including online^{SG} be able to describe the positive and negative aspects of risk-taking^{SG} |
| SUMMER 1 RELATIONSHIPS AND SEX EDUCATION | <p><u>HEALTHY RELATIONSHIPS, CONSENT AND BODY RIGHTS</u></p> <p>DfE Guidance themes:</p> <p>Families</p> <p>Respectful relationships including friendships</p> <p>Being safe</p> | <p>Students will learn:</p> <ul style="list-style-type: none"> about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them the roles and responsibilities of parents, carers and children in families the importance of trust in relationships and the behaviours that can undermine or build trust 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^{SG BV} how to seek, give, not give and withdraw consent (in all contexts, including online)^{SG} the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others^{SG BV} 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^{SG BV} <p>Students should:</p> <ul style="list-style-type: none"> have an understanding of why trust, communication and consent are important in a range of different relationships know that they have the right to give and withdraw consent in all contexts^{SG} recognise some of the characteristics of abusive behaviours^{SG} know about support available at school and in the wider community^{SG} |

| Key Stage 3: Year 7 | | Curriculum links: |
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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> understand the facts around FGM including the law and where and how support can be safely accessed^{SG BV} |
| SUMMER 2 LIVING IN THE WIDER WORLD | <u>DIGITAL OPPORTUNITIES AND BOUNDARIES</u> DfE Guidance themes: Respectful relationships including friendships Being safe Online and media Internet safety and harms | <p>Students will learn:</p> <ul style="list-style-type: none"> 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^{SG} 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^{SG} 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^{BV} to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views. how to manage any request or pressure to share an image of themselves or others, and how to get help^{SG} strategies to reduce risk from people online that they do not already know; when and how to access help^{SG} the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others^{SG BV} <p>Students should:</p> <ul style="list-style-type: none"> know how to safely use social networking sites^{SG} recognise the signs of online grooming, abuse or radicalization^{SG BV} understand the need to critically assess sources of information and news^{SG BV} know where to go for support if things go wrong online^{SG} |

| Key Stage 3: Year 8 | | Curriculum links: |
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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |

| Key Stage 3: Year 8 | | Curriculum links: |
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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>^{SG} = contributes to safeguarding</div> <div>^{BV} = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | EMOTIONAL WELLBEING DfE Guidance themes: Mental Wellbeing Internet Safety and Harms Physical Health and Fitness Online and media Families | <p>Students will learn:</p> <ul style="list-style-type: none"> 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 ^{SG} simple strategies to help build resilience to negative opinions, judgements and comments and to help understand and respond to disappointment and setbacks ^{SG} about the link between language and stigma around mental health and the strategies to challenge the stigma/myths around help-seeking and mental health worries ^{SG} 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 ^{SG} the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be able to recognise the links between media/ social media and self-image ^{SG} have simple resilience building strategies ^{SG} have a range of coping strategies to promote their wellbeing and identify key relationships that support this ^{SG} |
| AUTUMN 2 RELATIOSNHIPS | IDENTITY AND DISCRIMINATION DfE Guidance themes: Respectful relationships including friendships | <p>Students will learn:</p> <ul style="list-style-type: none"> the impact of stereotyping, prejudice and discrimination on individuals and relationships ^{BV} about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice ^{SG BV} the need to promote inclusion and challenge discrimination, and how to do so safely, including online ^{BV} the difference between biological sex, gender identity and sexual orientation ^{BV} <p>Students should:</p> <ul style="list-style-type: none"> be able to list different forms of discrimination, prejudice and stereotyping ^{BV} understand their legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal ^{BV} |

| Key Stage 3: Year 8 | | Curriculum links: <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> <div>SG = contributes to safeguarding</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> <div>BV = contributes to British Values</div> </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> agree on ways to promote inclusion and challenge discrimination at school ^{BV} |
| SPRING 1 LIVING IN THE WIDER WORLD | <u>EMPLOYMENT AND MONEY</u> Economic Wellbeing Careers | <p>Students will learn:</p> <ul style="list-style-type: none"> the skills and attributes that employers' value the skills and qualities required to engage in enterprise about routes into work, training and other vocational and academic opportunities, and progression routes different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work about different work roles and career pathways, including clarifying their own early aspirations to assess and manage risk in relation to financial decisions that young people might make about values and attitudes relating to finance, including debt <p>Students should:</p> <ul style="list-style-type: none"> be able to list desirable skills and attributes for employment and enterprise understand the opportunities available for individual progression and start to identify early aspirations understand the different risks for young people around financial decisions understand different values and attitudes with regards to issues such as debt |
| SPRING 2 HEALTH AND WELLBEING | <u>HEALTH RESPONSIBILITIES</u> DfE Guidance themes Drugs, Alcohol and Tobacco Healthy Eating Health and Prevention | <p>Students will learn:</p> <ul style="list-style-type: none"> the importance of taking increased responsibility for their own physical health including dental check-ups and sun safety; the purpose of vaccinations offered during adolescence for individuals and society what might influence decisions about eating a balanced diet and strategies to manage eating choices what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health strategies for maintaining personal hygiene, including oral health, and prevention of infection information about alcohol, nicotine and other illegal substances, including the short-term and long-term health |

| Key Stage 3: Year 8 | | Curriculum links: |
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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education (Parents can withdraw from)</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <p>risks associated with their use^{SG}</p> <ul style="list-style-type: none"> the personal and social risks and consequences of substance use and misuse including occasional use^{SG} <p>Students should:</p> <ul style="list-style-type: none"> have an understanding about of the responsibilities around looking after their own physical health be able to identify the benefits of vaccinations for themselves and for society understand risks and consequences of both use and misuse of legal and illegal substances (including risky sexual behaviour)^{SG} have an understanding of the influences on their eating choices and strategies to manage these have an understanding about the link between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health |
| SUMMER 1 RELATIONSHIPS AND SEX EDUCATION | <p><u>COMMUNICATION AND CONSENT</u></p> <p>DfE Guidance themes</p> <p>Respectful relationships including friendships</p> <p>Being safe</p> <p>Families</p> <p>Intimate sexual relationships including sexual health</p> <p>Sex Education (Parents can withdraw from) (see objective in bold in adjacent column)</p> | <p>Students will learn:</p> <ul style="list-style-type: none"> to manage the strong feelings that relationships can cause (including sexual attraction) to recognise that sexual attraction and sexuality are diverse^{BV} to clarify and develop personal values in friendships, love and sexual relationships the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children^{BV} to further develop the skills of active listening, clear communication, negotiation and compromise about the law relating to sexual consent^{SG BV} about the purpose, importance and different forms of contraception; how and where to access contraception and advice (this will also be covered in the Science Curriculum in KS4)^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand the importance of communication and consent (including sexual consent)^{SG BV} Be able to explain the characteristics and legal status of different types of long-term relationships.^{BV} |

| Key Stage 3: Year 8 | | Curriculum links: <div> PSHE Relationships Education Science Curriculum </div> <div> Health Education Sex Education (Parents can withdraw from) </div> <div> ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> be able to name the most common forms of barrier and hormonal contraception methods (this will also be covered in the Science Curriculum in KS4) ^{SG} have an understanding of where to access contraception and advice around it (this will also be covered in the Science Curriculum in KS4) ^{SG} |
| SUMMER 2 LIVING IN THE WIDER WORLD | THE ONLINE WORLD DfE Guidance themes Internet safety and harms Online and media Being safe | Students will learn: <ul style="list-style-type: none"> to understand how the way people treat themselves online can have positive and negative impacts on them to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them ^{SG} 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 ^{SG BV} to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms ^{SG} strategies to identify and reduce risk from people online that they do not already know; when and how to access help ^{SG} the impact of sharing sexual images of others without consent ^{SG} Students should: <ul style="list-style-type: none"> know the importance of keeping personal information secure online ^{SG} have developed their own views of ethical behaviour online ^{BV} know the risks of sexting ^{SG} understand that sharing and viewing indecent images of children (including those created by children) is a criminal offence ^{BV} know that they can always get support when things go wrong online, including if a picture of them is shared without their consent. ^{SG} |

| Key Stage 3: Year 9 | | Curriculum links: |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <u>PHYSICAL AND MENTAL HEALTH SUPPORT</u> DfE Guidance themes Mental Wellbeing Health and Prevention | <p>Students will learn:</p> <ul style="list-style-type: none"> to recognise and manage internal and external influences on decisions which affect health and wellbeing 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 (<i>NB: It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behavior from others etc. or that might provide inspiration from pupils who are more vulnerable (e.g. personal accounts of weight change)</i> ^{SG}) 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 ^{SG} how to access health services when appropriate ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand what internal and external influences can affect the choices they make around their health and wellbeing ^{SG} understand some of the causes and triggers for unhealthy coping strategies such as self-harm and eating disorders ^{SG} know when and where to access help and support for their own or others' mental health and wellbeing ^{SG} produce a listing of appropriate health services including how to access them |
| AUTUMN 2 RELATIONSHIPS | <u>RELATIONSHIPS, RIGHTS AND MYTHS</u> DfE Guidance themes Families Online and media Respectful relationships including friendships | <p>Students will learn:</p> <ul style="list-style-type: none"> that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion ^{BV SG} how the media portrays relationships and the potential impact of this on people's expectations of relationships that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex ^{SG} to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships to develop conflict management skills and strategies to reconcile after disagreements how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships |

| Key Stage 3: Year 9 | | Curriculum links: <div> PSHE Relationships Education Science Curriculum </div> <div> Health Education Sex Education (Parents can withdraw from) </div> <div> SG = contributes to safeguarding BV = contributes to British Values </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> the services available to support healthy relationships and manage unhealthy relationships, and how to access them ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand that everyone has right not to be forced, threatened or coerced into a relationship, including marriage ^{BV SG} be able to describe how relationship stereotypes portrayed in the media and online may have a negative impact on people's expectations of relationships have an understanding of how to manage conflict and breakdown of relationships list the support that is available to help those with experience of unhealthy relationships and for those with concerns about forced marriage. ^{SG} |
| SPRING 1 LIVING IN THE WIDER WORLD | <u>CAREERS AND INFLUENCES</u> Careers | <p>Students will learn:</p> <ul style="list-style-type: none"> the importance and benefits of being a lifelong learner the benefits of setting ambitious goals and being open to opportunities in all aspects of life to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations ^{BV} to further develop and rehearse the skills of team working <p>Students should:</p> <ul style="list-style-type: none"> review their goals and amend their personal action plan consider how stereotypes, family and cultural expectations can create barriers to career pathways and describe how these can be challenged ^{BV} be able to demonstrate skills needed for team working |
| SPRING 2 HEALTH AND WELLBEING | <u>ADDICTION AND GANGS</u> DfE Guidance Themes Drugs, Alcohol and Tobacco Internet Safety and Harms Basic First Aid | <p>Students will learn:</p> <ul style="list-style-type: none"> the law relating to the supply, use of legal and illegal substances ^{BV SG} about the concepts of dependence and addiction including awareness of help to overcome addictions ^{SG} the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies |

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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | Being safe | <p>for managing peer and other influences relating to gambling^{SG}</p> <ul style="list-style-type: none"> how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators^{SG} that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this^{SG} about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours^{BV} strategies to manage pressure to join a gang, exit strategies and how to access appropriate support^{SG} motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon^{SG} <p>Students should:</p> <ul style="list-style-type: none"> Understand some facts around the law in relation to use and supply of illegal and legal drugs^{BV SG} Know the positive social norms relating to drug and alcohol use by young people Have some understanding about recognising what dependence and addiction can look like and that support is available to overcome these^{SG} understand the risks around gambling and have strategies to manage peer pressure in light of these risks^{SG} Know how to access help in an emergency including making a clear 999 call and how to perform basic first aid including CPR and the use of defibrillators^{SG} Know the risks and laws relating to the carrying and use of illegal weapons^{BV SG} List support that is available |
| SUMMER 1 RELATIONSHIPS AND SEX EDUCATION | <u>INTIMATE RELATIONSHIPS AND CONTRACEPTION</u> Sex Education (Parents can withdraw from) (see objectives in bold in adjacent column) DfE Guidance themes | <p>Students will learn:</p> <ul style="list-style-type: none"> to gauge readiness for sexual intimacy^{SG} That intimate relationships should be pleasurable^{SG} that everyone has the choice to delay sex, or to enjoy intimacy without sex^{BV SG} 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^{SG BV} |

| Key Stage 3: Year 9 | | Curriculum links: <div> PSHE Relationships Education Science Curriculum </div> <div> Health Education Sex Education (Parents can withdraw from) </div> <div> ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | Respectful relationships including friendships Intimate sexual relationships including sexual health Being safe | <ul style="list-style-type: none"> the communication and negotiation skills necessary for contraceptive use in healthy relationships ^{SG} to manage the influence of drugs and alcohol on decision-making within relationships and social situations the risks related to unprotected sex ^{SG} that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) (this will be covered in the Science Curriculum in KS4) ^{SG} the consequences of unintended pregnancy, sources of support and the options available ^{SG} <p>Students should</p> <ul style="list-style-type: none"> show increased understanding of the legal and moral requirements for consent ^{SG BV} understand that people have choices regarding readiness for sexual activity, delaying sex or enjoying intimacy without sex ^{SG} have some knowledge about the most common STIs including how they are spread through sexual activity and that barrier contraceptive methods offer some protection ^{SG} list sources of support in the event of unintended pregnancy ^{SG} |
| SUMMER 2 LIVING IN THE WIDER WORLD | <u>EMPLOYMENT, MONEY AND ME</u> Careers Economic Wellbeing | <p>Students will learn:</p> <ul style="list-style-type: none"> about young people's employment rights and responsibilities ^{SG} to manage emotions in relation to future employment to manage emotions in relation to money to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions to recognise financial exploitation in different contexts e.g. drug and money mules, online scams ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> have an understanding of employment rights and responsibilities for young people ^{SG} understand how emotions play a part in our employment and our financial decisions consider the social and moral influences with regards to money management |

| Key Stage 3: Year 9 | | <p>Curriculum links:</p> <p> ■ PSHE ■ Relationships Education ■ Science Curriculum </p> <p> ■ Health Education ■ Sex Education (Parents can withdraw from) </p> <p> <small>SG</small> = contributes to safeguarding <small>BV</small> = contributes to British Values </p> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> recognise when financial exploitation is taking place e.g. through drug and money mules and online scams and know where to report it and get help and support <small>SG</small> |

| Key Stage 4: Year 10 | | <p>Curriculum links:</p> <p> ■ PSHE ■ Relationships Education ■ Science Curriculum </p> <p> ■ Health Education ■ Sex Education ^{##} </p> <p> <small>SG</small> = contributes to safeguarding <small>BV</small> = contributes to British Values </p> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <p><u>MENTAL AND PHYSICAL WELLBEING</u></p> <p>DfE Guidance themes</p> <p> Mental Wellbeing Health and Prevention Healthy Eating </p> | <p>Students will learn:</p> <ul style="list-style-type: none"> to accurately assess their areas of strength and development, and where appropriate, act upon feedback how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health |

^{##} At Secondary level parents can withdraw their child/children from Sex Education as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in lessons on Sex Education.

| Key Stage 4: Year 10 | | Curriculum links: |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | Physical Health and Fitness | <ul style="list-style-type: none"> about change and its impact on mental health and wellbeing to recognise the need for emotional support during life changes and/or difficult experiences^{SG} 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^{SG} to make informed lifestyle choices regarding sleep, diet and exercise the benefits of having a balanced approach to spending time online to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health 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^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be able to identify their key areas of strength and development, understanding that mental health can be affected by outside influences and know to manage this understand the characteristics of mental and emotional health and therefore be able to show empathy recognise that during life changes and difficult experiences mental health and wellbeing can be affected^{SG} have key strategies to promote their own emotional wellbeing including managing concerns and avoiding negative thinking understand the benefits of getting enough sleep, eating healthily, taking regular exercise and having balanced approach to spending time online create a directory of reliable sources of information and support for all aspects of physical and mental health (<i>suggest inviting partners from local health services such as pharmacists / GPs / Dentists etc. to talk through support available to break down some of these barriers</i>) |
| AUTUMN 2 RELATIONSHIPS | <u>HEALTHY AND UNHEALTHY RELATIONSHIPS AND HOW TO GET SUPPORT</u> DfE Guidance themes Respectful relationships, | <p>Students will learn:</p> <ul style="list-style-type: none"> strategies to manage the strong emotions associated with the different stages of relationships to safely and responsibly manage changes in personal relationships including the ending of relationships ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and |

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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | including friendships Being safe Online and media | <p>equality</p> <ul style="list-style-type: none"> to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary ^{SG} to recognise when others are using manipulation, persuasion or coercion and how to respond ^{SG} the law relating to violence against women and girls including abuse in relationships, coercive control and online harassment ^{SG BV} to recognise when a relationship is abusive and strategies to manage this ^{SG} the skills and strategies to respond to exploitation, bullying, harassment and control in relationships ^{SG} 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 ^{SG} The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support ^{BV} strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be able to identify the characteristics of strong, positive relationships be able to identify strategies for managing changes in relationships and know where to access support recognise the indicators of unhealthy relationships including teenage relationship abuse and understand the law in relation to abusive relationships ^{BV SG} have strategies to respond to abusive behaviours including harassment, bullying and control and know where to access support ^{SG} consider the barriers and challenges to getting help in domestic abuse situations and identify the strategies to overcome these and access help for themselves and/or others ^{SG} understand the law in relation to honour based violence and forced marriage, the potential consequences on individuals and society and how to access support ^{BV SG} |

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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| SPRING 1 LIVING IN THE WIDER WORLD | <u>THE WORLD OF WORK</u> Careers | <p>Students will learn:</p> <ul style="list-style-type: none"> to evaluate and further develop their study and employability skills to evaluate their own personal strengths and areas for development and use this to inform goal setting how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability about the range of opportunities available to them for career progression, including in education, training and employment about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities about the labour market, local, national and international employment opportunities about employment sectors and types, and changing patterns of employment to research, secure and take full advantage of any opportunities for work experience that are available strategies for protecting and enhancing their personal and professional reputation online <p>Students should:</p> <ul style="list-style-type: none"> review and adapt their personal goals and areas for development consider barriers to career pathways and how to challenge these and maintain high aspirations know how and where to access advice and guidance on next steps research and take advantage of the work opportunities available consider how their personal reputation online affects their professional online reputation and have strategies for protecting it |
| SPRING 2 HEALTH AND WELLBEING | <u>UNDERSTANDING RISKS</u> DfE Guidance themes Drugs, Alcohol and Tobacco Internet Safety and Harms | <p>Students will learn:</p> <ul style="list-style-type: none"> the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities ^{SG} wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle ^{SG BV} |

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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> to recognise the impact of drugs and alcohol on choices and sexual behaviour^{SG} ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online^{SG} that there are positive and safe ways to create and share content online and the opportunities this offers strategies for identifying risk 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)^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand that substance use and misuse have consequences on the health and wellbeing of individuals, families and the community^{SG} be able to identify the risks connected to illegal substance in the context of a career, relationships and individual safety etc.^{BV SG} understand different personal risks and emergency situations and have strategies to manage these in relation to workplaces, social settings and online, including knowing where to get appropriate help and support (<i>suggest inviting police in to talk about legal side and support available, this could also help to break down barriers</i>)^{SG} |
| SUMMER 1 RELATIONSHIPS AND SEX EDUCATION | <u>DIVERSE RELATIONSHIPS AND CONTRACEPTION</u> DfE Guidance themes Respectful relationships, including friendships Being safe Families Science Sex Education (Parents can withdraw from) (see objectives in bold in adjacent column) | <p>Students will learn:</p> <ul style="list-style-type: none"> 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^{BV} the legal rights, responsibilities and protections provided by the Equality Act 2010^{BV} about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them^{BV SG} 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^{BV SG} about the concept of consent in maturing relationships^{SG} the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple^{SG} the different types of intimacy - including online – and their potential emotional and physical consequences (both positive and negative)^{SG} |

| Key Stage 4: Year 10 | | Curriculum links: <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> the role of pleasure in intimate relationships, including orgasms ^{SG} how to choose and access appropriate contraception (including emergency contraception) and negotiate contraceptive use with a partner (<i>contraception and STIs are covered in the KS4 Science Curriculum</i>) ^{SG} about specific STIs, their treatment and how to reduce the risk of transmission (<i>contraception and STIs are covered in the KS4 Science Curriculum</i>) ^{SG} how to respond if someone has, or may have, an STI (including ways to access sexual health services) (<i>contraception and STIs are covered in the KS4 Science Curriculum</i>) ^{SG} to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services (<i>contraception and STIs are covered in the KS4 Science Curriculum</i>) ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> recognise the importance of stable, committed relationships, and the rights and legal status of these partnerships (including marriage, civil partnerships etc.) in relation to the Equality Act 2010 ^{BV} consider diversity within romantic and sexual attraction and know how to access support and reassurances ^{BV SG} consider the various faith and cultural practices and beliefs with regards to relationships and sexual activity and understand how these may affect relationship values ^{BV SG} understand the concept of consent in maturing relationships ^{SG} be confident in their skills to assess their readiness for sexual activity ^{SG} understand different types of intimacy and the role of pleasure in intimate relationships ^{SG} know what contraceptive methods are available, how to access them and identify the skills needed to negotiate contraceptive use with a partner ^{SG} have an understanding of the most common STIs including treatment options and how to reduce risk of transmission ^{SG} understand possible barriers around accessing sexual health services and have strategies to overcome these (<i>suggest inviting partners from local sexual health services to talk through support available to break down some of these barriers</i>) ^{SG} |
| SUMMER 2 | <u>MONEY-INFLUENCES</u> | Students will learn: |

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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>^{SG} = contributes to safeguarding</div> <div>^{BV} = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| LIVING IN THE WIDER WORLD | AND DECISIONS <div>Economic wellbeing</div> <div>Internet safety and harms</div> | <ul style="list-style-type: none"> how to effectively budget, including the benefits of saving how to effectively make financial decisions; including recognizing the opportunities and challenges involved in taking financial risks^{SG} to recognise and manage the range of influences on their financial decisions to access appropriate support for financial decision-making and concerns relating to money, gambling, and consumer rights^{SG} 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^{SG} the skills to challenge or seek support for financial exploitation in different contexts including online^{SG} to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment, full-time, part-time and zero-hour contracts <p>Students should:</p> <ul style="list-style-type: none"> understand how to budget and why saving has benefits be able to recognise the benefits and challenges in taking financial risks to inform decision making^{SG} know where to go for support around financial decisions and concerns including gambling and consumer rights^{SG} understand the risks around gambling and how to build resilience to these including accessing support^{SG} consider the advantages and disadvantages of various contractual terms including self-employment, full-time, part-time and zero-hour contracts |

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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education^{##}</div> </div> <div> <div>^{SG} = contributes to safeguarding</div> <div>^{BV} = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <u>MENTAL WELLBEING,</u> <u>HEALTH AND FIRST AID</u> DfE Guidance themes Mental wellbeing Physical health and fitness Health and prevention Drug, alcohol and tobacco Basic first aid | <p>Students will learn:</p> <ul style="list-style-type: none"> 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)^{SG} the importance of 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 behavior from others etc. or that might provide inspiration from pupils who are more vulnerable (e.g. personal accounts of weight change)</i>)^{SG} 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; strategies and skills to provide basic support and identify and access the most appropriate sources of help^{SG} to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation^{SG} the purpose of blood, organ and stem cell donation for individuals and society (<i>liaise with science lead on this topic</i>) how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination^{SG} to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be able to identify warning signs of common mental and emotional health concerns^{SG} |

^{##} At Secondary level parents can withdraw their child/children from Sex Education as identified by the school up until 3 terms before the child's 16th birthday. At that point it becomes the young person's decision as to whether they want to take part in lessons on Sex Education

| Key Stage 4: Year 11 | | Curriculum links: |
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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> understand how to pre-empt common triggers and respond to warning signs of unhealthy coping strategies (see notes above on teaching methods) ^{SG} have some strategies and skills to offer basic support to others around mental health and wellbeing and know where to access appropriate help ^{SG} know where to access help for unhealthy behaviours, habits and addictions including smoking cessation ^{SG} understand the purpose of blood, organ and stem cell donations for both individual and society be aware of how to monitor their health including cancer prevention screening and self-examination ^{SG} understand the risks linked with procedures such as tattooing, piercings and the use of sunbeds have increased confidence to perform emergency first aid including CPR and using a defibrillator ^{SG} |
| AUTUMN 2 RELATIOSNHIPS | <u>THE MEDIA, STEREOTYPES AND EXPECTATIONS</u> DfE Guidance Themes Online and media Respectful relationships, including friendships Being safe Internet safety and harms | <p>Students will learn:</p> <ul style="list-style-type: none"> how different media portray idealized 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 ^{SG} the ways in which industries and advertising can influence health and harmful behaviours ^{SG} strategies to develop assertiveness and build resilience to peers and other influences that affect both how they think about themselves and their health and wellbeing ^{SG} to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours ^{SG} to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences ^{SG BV} the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks ^{SG} the legal and ethical responsibilities people have in relation to online aspects of relationships ^{SG BV} to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help ^{SG} about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online ^{SG} ways to access information and support for relationships including those experiencing difficulties ^{SG} <p>Students should:</p> |

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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> understand the media's role in influencing our perception of body image and satisfaction and how to manage feelings around this ^{SG} recognise the part that industries, advertising and peers can play in influencing health and harmful behaviours and develop strategies of assertiveness and resilience ^{SG} understand the impact of how sex is portrayed in the media, including pornography, on attitudes, expectations and behaviours ^{SG} be able to identify the risks and legal and ethical responsibilities of conducting relationships online and have strategies to manage these risks ^{SG} be confident to recognise unwanted behaviour, have strategies to respond and know where to seek help ^{SG} understand the impact of attitudes towards sexual assault and be confident to challenge victim blaming ^{SG} |
| SPRING 1 LIVING IN THE WIDER WORLD | CAREERS – NEXT STEPS Careers | <p>Students will learn:</p> <ul style="list-style-type: none"> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities the benefits and challenges of cultivating career opportunities online strategies to manage their online presence and its impact on career opportunities the skills and attributes to manage rights and responsibilities at work including health and safety procedures about confidentiality in the workplace, when it should be kept and when it might need to be broken about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it ^{BV} <p>Students should:</p> <ul style="list-style-type: none"> consider their career identity and recognise how to make the most of opportunities in education and employment be able to manage their online presence be able to identify the skills and attributes to manage rights and responsibilities at work and to recognise when confidentiality in the workplace should be kept or broken be confident to challenge discrimination and harassment in the workplace ^{BV} |

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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>SG = contributes to safeguarding</div> <div>BV = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| SPRING 2 HEALTH AND WELLBEING | <u>THE ONLINE WORLD, GANGS AND EXTREMISM</u> DfE Guidance Themes Internet safety and harms Online and media Being safe | <p>Students will learn:</p> <ul style="list-style-type: none"> 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 strategies to critically assess bias, reliability and accuracy in digital content how personal data is generated, collected and shared, including by individuals, and the consequences of this ^{SG} how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalization online; strategies to manage this to assess the causes and personal consequences of extremism and intolerance in all their forms ^{BV} 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 ^{BV} to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. ^{SG} skills to support younger peers when in positions of influence 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 ^{SG} factors which contribute to young people becoming involved in serious organised crime, including cybercrime ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> understand how to be a critical consumer of social media and recognise its influence on perceptions of people and events have strategies to assess bias, reliability across digital platforms understand how personal data is collected and shared by individuals and what this can lead to ^{SG} understand how data is used to target advertising and have strategies to manage this consider the causes and consequences of extremism and intolerance and have confidence to challenge viewpoints that incite violence or hate ^{BV} recognise that our behaviours can influence peers both positively and negatively including in situations involving weapons or gangs ^{SG} recognise when they are at risk due to group or gang involvement and know how to access help ^{SG} |

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| | | <div> <div>PSHE</div> <div>Relationships Education</div> <div>Science Curriculum</div> </div> <div> <div>Health Education</div> <div>Sex Education ##</div> </div> <div> <div>^{SG} = contributes to safeguarding</div> <div>^{BV} = contributes to British Values</div> </div> |
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> understand some of the reasons why some young people become involved in serious organised crime |
| SUMMER 1 RELATIONSHIPS AND SEX EDUCATION | <p><u>SEXUAL HEALTH, FERTILITY AND PREGNANCY CHOICES</u></p> <p>DfE Guidance Themes</p> <p>Families</p> <p>Science</p> <p>Sex education (Parents can withdraw from)</p> <p>(see objectives in bold in adjacent column)</p> | <p>Students will learn:</p> <ul style="list-style-type: none"> That fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors (science) About healthy pregnancy and how lifestyle choices affect a developing foetus (science) 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^{SG} About choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice^{SG} about the current legal position on abortion and the range of beliefs and opinions about it^{SG BV} About the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy^{SG} 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 the reasons why people choose to adopt/foster children <p>Students should:</p> <ul style="list-style-type: none"> understand that fertility changes over time, varies in all people and can be affected by lifestyle factors understand what makes a healthy pregnancy and how lifestyle choices affect a growing foetus recognise how someone may respond to an unintended pregnancy and be aware of the options available and where to access accurate, impartial advice^{SG} know about the choices and support available for an unplanned pregnancy^{SG} be aware of the legal position on abortion and understand the different beliefs and opinions about it^{SG BV} understand that miscarriages are possible and support is available for people who aren't able to conceive or maintain a pregnancy^{SG} be able to identify the skills and qualities required for parenting, the implications of young parenthood and the support services available |

| Key Stage 4: Year 11 | | <p>Curriculum links:</p> <div> PSHE Relationships Education Science Curriculum </div> <div> Health Education Sex Education ## </div> <div> SG = contributes to safeguarding BV = contributes to British Values </div> |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> consider different family situations and why some people choose to adopt/foster children |
| SUMMER 2 LIVING IN THE WIDER WORLD | | |

Key Stage 5 – Years 12 and 13

This stage is a key transition point for young people and continuing with a planned PSHE programme is vital for preparing students for their next steps and supporting them to continue learning the knowledge, skills and attributes needed to manage real life experiences. The [PSHE Association](#) has proposed the following learning opportunities for KS5 and we have put together a suggested framework which can be adapted to your timetable and the needs of your students.

The learning opportunities laid out below assume that students have covered the content for KS3 and 4. As you will have students joining from different feeder schools it is important to carry out an initial needs assessment and plan the curriculum content accordingly, bringing in KS4 content where necessary.

| Key Stage 5: Year 12 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <u>MY PHYSICAL AND MENTAL WELLBEING</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> • skills and strategies to confidently manage transitional life phases • how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online • to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behavior from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change)]</i>^{SG} • to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety • to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support • to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening • to consistently access reliable sources of information and evaluate media messages about health |

| Key Stage 5: Year 12 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <p>Students should:</p> <ul style="list-style-type: none"> understand the importance of a work-life balance, maintaining both their physical and mental health review their understanding on common mental health issues recognise changes in mental health and develop strategies for dealing with stress and anxiety (<i>see teaching notes above</i>)^{SG} be confident to monitor their health, including self-examination and screening know where to go to access reliable messages and support around health^{SG} |
| AUTUMN 2 RELATIONSHIPS | <u>MANAGING RELATIONSHIPS AND CONSENT</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> to manage mature friendships, including making friends in new places to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online^{SG} to evaluate different degrees of emotional literacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' to use constructive dialogue to support relationships and negotiate difficulties to manage the ending of relationships and respectfully, including online to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts including online)^{SG BV} to understand the emotional, physical, social and legal consequences of failing to respect others' rights not to give or to withdraw consent^{SG BV} how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities^{SG BV} <p>Students should:</p> <ul style="list-style-type: none"> be confident to manage personal safety in new and existing relationships (including online)^{SG} |

| Key Stage 5: Year 12 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> understand how emotional literacy plays a part in relationships including the role of pleasure and the difference between 'love' and 'lust' recognise the benefits of building positive relationships in the workplace and the boundaries around these understand the moral and legal responsibilities around giving, not giving and withdrawing consent (including online) ^{SG BV} understand what constitutes sexual abuse, exploitation, assault and rape and be confident in the process for reporting to authorities ^{SG BV} |
| SPRING 1 LIVING IN THE WIDER WORLD | <u>EMPLOYMENT – RIGHTS AND RESPONSIBILITIES</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours <p>Students should:</p> <ul style="list-style-type: none"> be aware of their rights and responsibilities in casual, part-time jobs and the gig economy understand health and safety protocols in the workplace and the importance of workplace confidentiality and security feel confident to recognise, challenge and access support for bullying and harassment in the workplace ^{SG} understand the role of trade unions and professional organisations |
| SPRING 2 HEALTH AND WELLBEING | <u>BODY IMAGE, SEXUAL HEALTH AND SUBSTANCE USE</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem, strategies to manage this pressure |

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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships^{SG} how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)^{SG} how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment^{SG} to manage alcohol and drug use in relation to immediate and long-term health^{SG} to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking^{SG} the impact of alcohol and drug use on road safety, work-place safety, reputation and career^{SG} the risks of being a passenger with an intoxicated driver and ways to manage this^{SG} <p>Students should:</p> <ul style="list-style-type: none"> recognise that idealised images of bodies can have a negative impact on self-esteem be aware of the long-term consequences of body enhancement and alteration understand the different choices around contraception and how to reduce the risk of passing on an STI^{SG} be confident to access local and national advice and support for their sexual health^{SG} be aware of how to manage alcohol and drug use and understand the implications on decision making, personal safety and reputation^{SG} |
| SUMMER 1 RELATIONSHIPS | <u>VALUES, BULLYING AND DISCRIMINATION IN RELATIONSHIPS</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> how to articulate their relationship values and apply them in different types of relationships ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination^{BV} to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regards to inclusion^{BV} to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships^{BV} |

| Key Stage 5: Year 12 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online ^{SG} to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships ^{SG} strategies to recognise, de-escalate and exit aggressive social situations ^{SG} to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risks ^{BV SG} to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support ^{SG} to evaluate the dangers and consequences of being involved in gangs, serious organized crime or carrying a weapon ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be confident to recognise and challenge prejudice and discrimination ^{BV} be confident to recognise, respect and if necessary challenge different faith or cultural views on relationships ^{BV} have strategies to respond to negative influences and exit strategies for unhealthy relationships ^{SG} be confident to recognise forced marriage and honour based violence and access help and support ^{SG BV} recognise the dangers of gang involvement, carrying a weapon and organized crime ^{SG} |
| SUMMER 2 LIVING IN THE WIDER WORLD | <u>NEXT STEPS AND MONEY MANAGEMENT</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> to be enterprising in life and work to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills to evaluate the 'next step' options available, such as higher education, further training or apprenticeships and gap year opportunities how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities how to produce a concise and compelling curriculum vitae and prepare effectively for interviews |

| Key Stage 5: Year 12 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| | | <ul style="list-style-type: none"> • how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) • to understand and manage salary deductions including taxation, national insurance and pensions • to evaluate saving options • to exercise consumer rights, including resolving disputes and accessing appropriate support <p>Students should:</p> <ul style="list-style-type: none"> • review their career and life goals to ensure they match personal values, skills and strengths • be confident to evidence skills and strengths in applications (CV writing) and interviews • understand how to plan expenditure and budget • understand the system of taxation, national insurance and pensions and assess various saving options • be confident to address consumer rights and access support |

| Key Stage 5: Year 13 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
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| Key Stage 5: Year 13 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
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| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| AUTUMN 1 HEALTH AND WELLBEING | <u>HEALTH DECISIONS – AWAY FROM HOME</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> • How to register with and access health services in new locations • To recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu • How to maintain a healthy diet, especially on a budget <p>Students should:</p> <ul style="list-style-type: none"> • be confident to find and access health services in different locations • be aware of the symptoms of illnesses that can affect young adults • be able to follow simple healthy recipes on a budget |
| AUTUMN 2 RELATIONSHIPS | <u>CONTRACEPTION, PREGNANCY AND PARENTHOOD</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> • To understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age ^{SG} • To access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly ^{SG} • To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner ^{SG} • How to effectively use different contraceptives, including how and where to access them ^{SG} • To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> • understand the implications of unintended pregnancy, the support available, the benefits of delaying conception and have an awareness of changes of fertility with age ^{SG} • know how to use different contraceptives and have negotiation skills to support conversations around contraception ^{SG} |
| SPRING 1 LIVING IN THE | <u>CAREERS</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> • The implications of the global market for their future choices in education and employment |

| Key Stage 5: Year 13 | | ^{SG} = contributes to safeguarding ^{BV} = contributes to British Values |
|------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HALF TERM | TOPIC/S | LEARNING OBJECTIVES |
| WIDER WORLD | | <ul style="list-style-type: none"> How to recognise career possibilities in a global economy <p>Students should:</p> <ul style="list-style-type: none"> have an understanding of the changing global market and economy and consider how it impact choices in education and employment |
| SPRING 2 HEALTH AND WELLBEING | <u>MANGING RISK AND KEEPING SAFE</u> | <p>Students will learn:</p> <ul style="list-style-type: none"> To asses and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it ^{SG} To manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely ^{SG} To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements ^{SG} To perform aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime ^{SG} <p>Students should:</p> <ul style="list-style-type: none"> be confident to identify and manage risks around different elements of personal safety and know where to access support ^{SG} be confident to understand rights and responsibilities when travelling in the UK and abroad ^{SG} be confident to perform first aid and contact emergency services, taking personal safety into consideration ^{SG} |
| SUMMER 1 RELATIONSHIPS | | |
| SUMMER 2 LIVING IN THE WIDER WORLD | | |

Appendix 1: Ideas and examples of Active Learning Techniques

| | Description and purpose | Examples |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Warm-up Activities | Good approach for ice - breaker, getting students used to talking in large group and also mixing with students outside their immediate friendship group | <ul style="list-style-type: none"> • Find someone who.... • Three things that.... • Guess the code |
| Agreement of Ground Rules | Important to clarify the rules of discussion to ensure all students are aware of confidentiality and the teacher is secure in disclosure procedures. | <ul style="list-style-type: none"> • Brainstorming with few prompts • Agree a charter • Four-word build (see below) |
| Four - word build (This can also be used as an assessment and/or evidence of progress activity- before and after completion of a piece of curriculum) | Students given a subject and asked to think of four words/phrases that are important to the subject. Then join with another student and agree on four words from the eight. Once four words are agreed upon, then join two pairs together and repeat. Continue until a class consensus of four words is agreed upon. | <ul style="list-style-type: none"> • Things that make me happy • Key issues at puberty • Dangers of drug use • Key components of friendship |
| Use of pictures and drawings as an impetus for discussion | A collection of pictures/photographs is a good resource to use for a range of topics that provide distancing and anonymity when dealing with sensitive and/or controversial issues. Can also be used to introduce subjects, getting students into group and organise pictures. | <ul style="list-style-type: none"> • What can a photo tell us? • Addressing stereotypes • Advertising – what are they using to sell things to us? |

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| Case Studies | Another useful distancing technique. Students have the opportunity to consider consequences of the action of the characters, how things could have been done differently and how it relates to their own experience | <ul style="list-style-type: none"> Using character/scenario from a soap/other TV show/film (age appropriate) |
| Circle Time | This approach is regularly used at Primary level but can be adapted to secondary aged students if the space in the classroom allows or an alternative space can be found. It is an approach used to work out issues, one-off events and also suited to PSHE related activities. Students sit in a circle, giving a sense that everyone is equal. They all get the opportunity to speak if they choose to. An object can be passed around from person to person as an indication of the right to contribute or pass. | <ul style="list-style-type: none"> I am and my interests are.... Assessment – how do you feel about discussing healthy and unhealthy relationships (before and after) |
| Continuums | Aim to hear and understand a range of views. Having listened to a statement, students asked to physically place themselves along a line that best reflects their opinion i.e. completely agree/disagree. Participants can explain why they are where they are. Offer the chance to move position having heard other arguments. | <ul style="list-style-type: none"> Carrying a mobile phone increases your personal safety The internet is a safe place to learn about healthy relationships Cocaine is more dangerous than alcohol |
| Drama Activities | Opportunities for students to express themselves either personally or “in character”. It gives opportunities for students to express feelings in a safe way, It also develops confidence and self-esteem. | <ul style="list-style-type: none"> Arguments with partners Assertiveness as opposed to aggressive discussions Re-enact TV scenario with a different outcome |
| Chat show/debates | This is a controlled way of discussing issues. Can link with drama (above) being in role. Allows students to research and develop rational argument. With more able, ask the individual’s opinion and then ask them to debate for the opposite point of view. | <ul style="list-style-type: none"> Link to local/National politics/elections Link to school council issues for discussion Debate local environmental issues Link to local/National politics/elections |

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| Collages/Posters/Drawings | To illustrate or re-iterate a theme. E.g. Posters for specific issues/rules/good practice Group drawings/designs are a good way of encouraging young people to work closely together | <ul style="list-style-type: none"> • Internet safety posters • Social Norms campaign (see p.10) |
| Draw and write | Can be used effectively before and after a topic as a way of recording and assessing progress and development. Use of a different colour on the same paper before and then after shows that development clearly. Also it gives the teacher an understanding of the where the young person is starting from e.g. in drug education “Jugs and Herrings” exercise. May be more suited to younger students. | <ul style="list-style-type: none"> • What are the challenges of starting a new school? • What do you need to do to look after your mental and physical wellbeing? |
| Mind Maps and Brainstorming/Thought showers | Students are asked to provide words they think of in response to a specific subject. Can be used like Write and Draw as an assessment tool before and after a set of teaching. | <ul style="list-style-type: none"> • Split class into four. Each group has a sheet of paper with a question on it. They spend two minutes brainstorming their responses to that question. The papers are moved from table to table until all groups have had an input into all questions. |
| Role-play/scenarios (see also Drama) | Provides a way of discussing sensitive issues in an indirect and less challenging way. Effective distancing technique. Encourages speaking and listening. | <ul style="list-style-type: none"> • Act out relationship between two characters in a book. • Give a good and bad ending to a given scenario. E.g. a young person accepting a friend request on social media • Providing a positive outcome to a drug related scene. e.g. in the park and offered a smoke by a friend. • Head to Head debates. Two students respond to one another’s comments. |

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| Number/time/sequencing lines | Students mark on a line, things that they can do at different stages in their lives. Or give cards with ability on and ask individual to put it on a timeline. | <ul style="list-style-type: none"> • The law around consent, marriage, smoking, drinking etc. • Considerations when deciding to start a family • Financial decisions around borrowing, saving and spending |
| Diamond Nine (or Four) | Statements on card are discussed and put in a diamond shape with the agreed most important at the top and the least at the bottom. Give less cards and ask for some statements to be written. Give more cards and ask for some to be agreed to be ignored. | <ul style="list-style-type: none"> • What makes a good friendship? • What makes a healthy relationship? • What makes a good parent? |
| Saying “No” | Students work in pairs. ‘A’ tries to persuade ‘B’ to do something against their will e.g. to eat a bar of chocolate. ‘B’ tries to resist without using the word “No”. Choose a pair to show. Then reverse the roles so ‘A’ becomes ‘B’. Develops skills in language and resisting pressure. | <p>Persuade and resist</p> <ul style="list-style-type: none"> • Eating something you do/ do not want to • Having an alcoholic drink • Joining a group on social media • Joining a gang |

Appendix 2: Ideas and examples of Assessment Methods

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.⁶

⁶ PSHE Association's Programme of Study (January 2020)

Starting where the pupils are

This means determining the stage of development and understanding pupils have reached, together with their experience and perceptions and using this information to decide upon teaching contents. It can be a more reliable guide than general published guidance, which is produced without reference to your pupils or your school. First, create a classroom climate that encourages honest discussion including 'establishing Ground Rules/Group Agreement'.

Then find out:

- What facts pupils do and do not know and understand.
- Where knowledge they have is incomplete.
- What they feel.
- What they are able to say and not able to say.
- The language they use.
- What they are able to do and not able to do.
- Responsibilities they can and cannot manage.
- What their anxieties and questions are.

Assessment can be formative, summative, diagnostic and evaluative. PSHE offers many opportunities for pupils to get involved in their own learning and progression.

Some assessment techniques are suggested here:

- Reflective diaries

- Group work activities
- Self-assessment / Peer assessment
- Ongoing observations
- Questioning
- Feedback to pupils
- Quizzes
- Questionnaire and surveys
- Internal tests
- "Before and after" activities e.g. draw and write

Pupils should be involved in discussions about how their work is assessed, so that they can recognise the standards to aim for. Teachers and pupils need to communicate their expectations, progress and attainment, enabling pupils to set their own targets and plan how they will achieve their learning goals. Self-assessment and collecting evidence of their progress and achievement related to these learning goals will enable them to:

- recognise, demonstrate and celebrate their achievements
- know and understand what they have achieved and what they need to develop
- feel confident about their progress
- be rewarded for active participation in school and community life.

Assessment complements the learning and teaching progress in PSHE, as done well, it will contribute to the motivation and self-esteem of pupils.

It is important to note that not all aspects of PSHE should be assessed. Pupils may share their own views or reflect on aspects of their own behaviour or relationships that, although integral to teaching and learning, would not be appropriate for formal assessment.

What can we assess in PSHE education?

- An increase in knowledge (Before, I only knew ... Now I also know ...)
- An increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- A change in or reconfirmation of a belief (I used to feel ... but now that I understand ... I now feel ...)
- A richer vocabulary (Before, I would have said ... but now I can say ...)
- Increased competence in a skill (Before, I knew how to do/be ... but now I know how to do/be ...)
- Increased confidence (Before, I could/would say and do ... but now I feel I am able to say and do ...)

Keeping track of progress

By planning regular opportunities for assessment within the PSHE programme, it is possible for teachers and pupils to keep track of progress and to reflect on and record achievement.

Schools may already have processes and materials in place that incorporate (or could incorporate) PSHE, for example logbooks, progress files, records of achievement or electronic portfolios. The responsibility for collating assessments of PSHE for recording purposes depends on how the provision is organised. For example:

- annual (and end of key stage) statements may be produced by each pupil and endorsed by a relevant teacher
- teachers of timetabled PSHE provision may take the lead in consultation with pupils and other adults
- where PSHE has been taught through another subject, for example science, that teacher may give a summary report about the aspects of PSHE they have covered
- staff, if they have played a significant role in provision, may support the coordination of PSHE assessment. For example, they may help pupils to reflect overall on their PSHE experiences and produce a summary statement.

Questions: helping teachers and pupils plan assessment, recording and reporting

What are the learning objectives of the session?

For example:

- pupils can identify some of the risks associated with smoking. They can demonstrate this by taking part in a debate for or against smoking.

What do we want to achieve?

Set goals/targets, clearly referencing the success criteria. For example:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by...

How will we know what to aim for?

Pupils, teachers and others involved in assessment need to agree assessment criteria based on the learning outcomes and expectations of the activities.

How will we know what we have achieved?

It is important to establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher-pupil, pupil-pupil or pupil-teacher.

Who will help us to achieve our goals and measure our success?

Identify assessment partners, for example:

- ourselves
- our peers
- our teachers
- other adults
- a combination of any or all of the above.

Flow chart: how PSHE coordinators can manage assessment, recording and reporting

Why?

Agree the purpose of assessment, recording and reporting in PSHE.



What?

Identify activities that lead to effective learning and provide evidence of pupils' progress and achievement.

Identify what feedback will be given to pupils to improve future learning.



How?

Plan how achievement will be evaluated, recorded, summarised, reported to parents, celebrated and rewarded.

Plan how the assessment processes will be monitored and evaluated.