

PSHE	
Term and Topic	Content
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 1 TEAM – (Relationships)	This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 2 THINK POSITIVE – (Health and Wellbeing)	This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 3 DIVERSE BRITAIN – (Living in the Wider World)	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 4 BE YOURSELF – (Relationships)	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 5	The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The

IT'S MY BODY - (Health and Wellbeing)	message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
Lower KS2 Cycle A (Year 3 and Year 4 students) Term 6 AIMING HIGH – (Living in the wider world)	In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.
Lower KS2 Cycle B (Year 3 and Year 4 students) Term 1 VIPs – (Relationships)	This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.
Lower KS2 Cycle B (Year 3 and Year 4 students) Term 2 SAFETY FIRST – (Health and Wellbeing)	In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe. Children will also learn rules to keep themselves safe around strangers, both in real life and online. They will be taught about The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
Lower KS2 Cycle B (Year 3 and Year 4 students) Term 3 ONE WORLD – (Living in the Wider World)	This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.
Lower KS2 Cycle B (Year 3 and Year 4 students)	

<p>Term 4</p> <p>DIGITAL WELLBEING – (Relationships)</p>	<p>This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way. Children will discuss how the Internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet.</p>
<p>Lower KS2 Cycle B (Year 3 and Year 4 students) Term 5</p> <p>MONEY MATTERS – (Living in the Wider World)</p>	<p>This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.</p>
<p>Lower KS2 Cycle B (Year 3 and Year 4 students) Term 6</p> <p>GROWING UP – (Health and Wellbeing)</p>	<p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p>
<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 1</p> <p>TEAM – (Relationships)</p>	<p>This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p>
<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 2</p> <p>THINK POSITIVE – (Health and Wellbeing)</p>	<p>This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.</p>

<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 3</p> <p>DIVERSE BRITAIN – (Living in the Wider World)</p>	<p>This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.</p>
<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 4</p> <p>GROWING UP 1 – (Health and Wellbeing)</p>	<p>This topic builds on children’s knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others’ bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p>
<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 5</p> <p>IT’S MY BODY – (Health and Wellbeing)</p>	<p>This unit, entitled It’s My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>
<p>Upper KS2 Cycle A (Year 5 and Year 6 students) Term 6</p> <p>AIMING HIGH – (Living in the Wider World)</p>	<p>In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p>
<p>Upper KS2 Cycle B (Year 5 and Year 6 students) Term 1</p> <p>TEAM – (Relationships)</p>	<p>This unit entitled TEAM (Together Everyone Achieves More) focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. Children will discuss different types and effects of unkind behaviour and</p>

	explore strategies for helping situations by creating team support networks. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.
Upper KS2 Cycle B (Year 5 and Year 6 students) Term 2 SAFETY FIRST – (Health and Wellbeing)	In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.
Upper KS2 Cycle B (Year 5 and Year 6 students) Term 3 and 4 ONE WORLD – (Living in the wider world)	This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.
Upper KS2 Cycle B (Year 5 and Year 6 students) Term 5 DIGITAL WELLBEING – (Relationships)	This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.
Upper KS2 Cycle B (Year 5 and Year 6 students) Term 6 BE YOURSELF – (Relationships)	This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things

	right when they make a mistake.
KS3 Cycle A (Year 7, 8 and 9 students) Term 1 VIPs – (Relationships)	This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.
KS3 Cycle A (Year 7, 8 and 9 students) Term 2 IT’S MY BODY – (Health and Wellbeing)	In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.
KS3 Cycle A (Year 7, 8 and 9 students) Term 3 MONEY MATTERS – (Living in the Wider World)	This unit aims to encourage children to think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to explore how we can prioritise what we spend money and what choices we have, including considering the impact of ethical spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.
KS3 Cycle A (Year 7, 8 and 9 students) Term 4 GROWING UP 2 – (Health and Wellbeing)	This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.

<p>KS3 Cycle A (Year 7, 8 and 9 students) Term 5 and 6</p> <p>BE YOURSELF – (Health and Wellbeing)</p>	<p>This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes, both in person or online, and the importance of learning from these.</p>
<p>KS3 Cycle B (Year 7, 8 and 9 students) Term 1</p> <p>MONEY MATTERS – (Living in the Wider World)</p>	<p>This unit aims to encourage children to think about how money is used in the wider world. In their learning, children will discuss what a financial risk is, why people may take risks with money and some consequences of this. Children will explore how to see the real value of products by being critical consumers and also consider influences that advertisers try to use to encourage people to spend money. Having learnt about ways we can spend money, children will also learn about budgeting and will discuss how people may choose or need to prioritise spending. Throughout the unit, children will have opportunity to discuss what impact money can have on people's emotional wellbeing. They will consider the emotions that can be experienced around money and discuss the fact that people cannot always afford what they want or what they need as well as the impact this may have on emotional wellbeing. They will also explore the impact of spending on the environment by discussing how earning and spending can contribute to society (through the payment of tax) and also the decisions people may choose to make around ethical spending by discussing issues like fair trade, single-use plastics and recycling.</p>
<p>KS3 Cycle B (Year 7, 8 and 9 students) Term 2</p> <p>SAFETY FIRST – (Health and Wellbeing)</p>	<p>This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.</p>

<p>KS3 Cycle B (Year 7, 8 and 9 students) Term 3 and 4</p> <p>ONE WORLD – (Living in the Wider World)</p>	<p>This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.</p>
<p>KS3 Cycle B (Year 7, 8 and 9 students) Term 5 and 6</p> <p>DIGITAL WELLBEING – (Relationships)</p>	<p>This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Children will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly. Children will also learn how to recognise what online bullying looks like and how to help make it stop. Finally, the concept of 'fake news' will be explored with children learning how to be able to tell if something online is reliable or not and what they can do to stop the spreading of unreliable information.</p>
<p>KS3 Cycle C (Year 7, 8 and 9 students) Term 1</p> <p>THINK POSITIVE – (Health and Wellbeing)</p>	<p>This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>
<p>KS3 Cycle C (Year 7, 8 and 9 students) Term 2</p> <p>AIMING HIGH – (Living in the Wider World)</p>	<p>In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect</p>

	on their personal goals and the steps they can take to achieve these in the future.
<p>KS3 Cycle C (Year 7, 8 and 9 students) Term 3 and 4</p> <p>VIPs – (Relationships)</p>	<p>In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.</p>
<p>KS3 Cycle C (Year 7, 8 and 9 students) Term 5 and 6</p> <p>DIVERSE BRITAIN – (Living in the Wider World)</p>	<p>This unit, entitled VIPs (Very Important Persons), will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares, as well as healthy and unhealthy relationships.</p>
<p>KS4 Cycle A (Year 10 and Year 11 students) Term 1</p> <p>POSITIVE RELATIONSHIPS</p>	<p>The areas covered will be:</p> <p>The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>The role of pleasure in intimate relationships, including orgasms</p> <p>How to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p>
<p>KS4 Cycle A (Year 10 and Year 11 students) Term 2</p> <p>RELATIONSHIPS AND THE LAW</p>	<p>The areas covered will be:</p> <p>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</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010</p>

<p>KS4 Cycle A (Year 10 and Year 11 students) Term 3</p> <p>SUPPORTIVE RELATIONSHIPS</p>	<p>The areas covered will be:</p> <p>Diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed Understanding the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
<p>KS4 Cycle A (Year 10 and Year 11 students) Term 4</p> <p>RELATIONSHIPS AND VALUES</p>	<p>The areas covered will be:</p> <p>Recognising, clarifying and if necessary challenging their own values and understand how their values influence their decisions, goals and behaviours Understanding a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values Strategies to manage the strong emotions associated with the different stages of relationships</p>
<p>KS4 Cycle A (Year 10 and Year 11 students) Term 5</p> <p>FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS</p>	<p>The areas covered will be:</p> <p>How 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 opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks The legal and ethical responsibilities people have in relation to online aspects of relationships</p>
<p>KS4 Cycle A (Year 10 and Year 11 students) Term 6</p> <p>CONSENT</p>	<p>The areas covered will be:</p> <p>How to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help Ways to access information and support for relationships including those experiencing difficulties</p>

	<p>The concept of consent in maturing relationships</p> <p>The impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</p>
<p>KS4 Cycle B (Year 10 and Year 11 students)</p> <p>Term 1</p>	<p>CONTRACEPTIVE AND PARENTAL RELATIONSHIPS</p> <p>The areas covered will be:</p> <p>Recognising the impact of drugs and alcohol on choices and sexual behaviour</p> <p>The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p>Evaluating different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p>
<p>KS4 Cycle B (Year 10 and Year 11 students)</p> <p>Term 2</p>	<p>ABORTION AND MANIPULATION</p> <p>The areas covered will be:</p> <p>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</p> <p>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</p> <p>The reasons why people choose to adopt/foster children</p> <p>The current legal position on abortion and the range of beliefs and opinions about it</p>
<p>KS4 Cycle B (Year 10 and Year 11 students)</p> <p>Term 3</p> <p>RELATIONSHIPS AND THE LAWS</p>	<p>The areas covered will be:</p> <p>Recognising when others are using manipulation, persuasion or coercion and how to respond</p> <p>The law relating to abuse in relationships, including coercive control and online harassment</p> <p>Recognising when a relationship is abusive and strategies to manage this</p> <p>The skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p>

<p>KS4 Cycle B (Year 10 and Year 11 students) Term 4</p> <p>RELATIONSHIPS AND THE LAWS</p>	<p>The areas covered will be:</p> <p>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 The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support Strategies to challenge all forms of prejudice and discrimination</p>
<p>KS4 Cycle B (Year 10 and Year 11 students) Term 5</p> <p>SOCIAL INFLUENCES</p>	<p>The areas covered will be:</p> <p>Evaluating ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs Skills to support younger peers when in positions of influence</p>
<p>KS4 Cycle B (Year 10 and Year 11 students) Term 6</p> <p>SOCIAL INFLUENCES</p>	<p>The areas covered will be:</p> <p>Recognising 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 Factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>
<p>KS5 (Year 12,13 and 14 students) Term 1</p> <p>HEALTH AND WELLBEING- Physical Health/Sexual Health</p>	<p>Students are taught:</p> <p>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 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 How to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online harmful behaviours</p>

	<p>To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</p> <p>How to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</p> <p>How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</p>
<p>KS5 (Year 12,13 and 14 students) Term 2</p> <p>RELATIONSHIPS- Positive Relationships</p>	<p>Students are taught:</p> <p>The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>The role of pleasure in intimate relationships, including orgasms</p> <p>To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>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</p> <p>The legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>
<p>KS5 (Year 12,13 and 14 students) Term 3</p> <p>LIVING IN THE WIDER WORLD- Media Literacy and Career Pathways</p>	<p>Students are taught:</p> <p>To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</p> <p>To effectively challenge online content that adversely affects their personal or professional reputation</p> <p>To build and maintain a positive professional online presence, using a range of technologies</p> <p>How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</p> <p>To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</p> <p>When and how to report or access help for themselves or others in relation to extremism and radicalisation</p>

	<p>To be enterprising in life and work</p> <p>To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>To evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</p> <p>The implications of the global market for their future choices in education and employment</p>
<p>KS5 (Year 12,13 and 14 students) Term 4</p> <p>HEALTH AND WELLBEING- Mental Health and Emotional Wellbeing/Maintaining Safety</p>	<p>Students are taught:</p> <p>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</p> <p>To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</p> <p>To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</p> <p>To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</p> <p>To assess 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</p> <p>To manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</p> <p>To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</p> <p>To perform first 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</p>
<p>KS5 (Year 12,13 and 14 students) Term 5</p> <p>RELATIONSHIPS- Bullying and Discrimination/Consent</p>	<p>Students are taught:</p> <p>To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</p> <p>To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p>

	<p>To recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk</p> <p>To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</p> <p>Strategies to recognise, de-escalate and exit aggressive social situations</p> <p>To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</p> <p>Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</p> <p>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)</p> <p>To understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent</p> <p>How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p> <p>The consequences of unintended pregnancy, sources of support and the options available</p> <p>The roles and responsibilities of parents, carers and children in families</p> <p>The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>
<p>KS5 (Year 12,13 and 14 students) Term 6</p> <p>LIVING IN THE WIDER WORLD- Employment Rights</p>	<p>Students are taught:</p> <p>How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p> <p>How to produce a concise and compelling curriculum vitae and prepare effectively for interviews</p> <p>How to recognise career possibilities in a global economy</p> <p>Their rights and responsibilities as students in casual, part-time jobs, including in the ‘gig economy’</p> <p>The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</p> <p>To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</p> <p>To recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</p>

	The role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
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