



## PSHE POLICY (INCLUDING RELATIONS, HEALTH AND SEX EDUCATION)

### Rationale

This policy sets out ways in which Abbot's Lea School provides **Relationships, Health and Sex** education for its students.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the current legislation.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy has been consulted on with the school community in May 2023.

### Aims and teaching of the RHSE curriculum

At Abbot's Lea School, we have at the heart of our curriculum three main aims. We support students in becoming the adult who:

- contributes to society;
- lives as independently as possible and
- enjoys living their life as much as possible.

The RHSE curriculum is no exception to this. We teach students the knowledge they need to understand what a healthy relationship is and how to make choices that keep their body and mind as healthy as possible.

Qualified teachers will lead PSHE and these teachers will be provided with training. Throughout the year, external contributors may add to our core PHSE offer. In line with our safeguarding duty, we will always ensure that the content of their delivery is relevant and appropriate.

The DfE recommends that all primary schools "have a sex education programme tailed to the age and the physical and emotional maturity of the pupils." We believe children should understand the facts about human reproduction before they leave primary school. As such, we define sex education as information about reproduction. Please see Appendix A, which shows clearly, where information about

human reproduction is covered. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

We work hard to ensure that students are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach students about LGBT+ issues not as stand-alone lessons but being fully integrated into their programmes of study.

### Legislation and the right to request withdrawal – Primary Department

From September 2020 Relationships and Health Education must be taught to all primary age students in schools in England. In both subjects, families **will not** be able to request for their children to be withdrawn.

Sex Education is not compulsory in Primary Schools. However, we do cover some aspects of sex education as endorsed by NSPCC and PHSE Association.

We always tailor our educational input to the age and the developmental, physical and emotional maturity of the students we teach.

Families **do** have the right to request that their child be withdrawn from sex education (beyond the national curriculum for science.)

We ensure that when a child is withdrawn, alternative arrangements are made for that child during the sex education lesson.

The Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you. You can make the request by contacting Mrs Tobin, Deputy Headteacher: [deputy@abbotsleaschool.co.uk](mailto:deputy@abbotsleaschool.co.uk)

### Legislation and the right to request withdrawal – Secondary Department

From September 2020 Relationships, Sex and Health Education must be taught to all secondary age students in schools in England.

Families **have the right** to request that their child be withdrawn from some or all sex education lessons until 3 terms before their 16<sup>th</sup> birthday. Students have the right to opt back in to sex education after the age of 15. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science.

The Deputy Headteacher responsible for Teaching and Learning across the school will consider this request and discuss it with you. You can make the request by contacting Mrs Tobin, Deputy Headteacher: [deputy@abbotsleaschool.co.uk](mailto:deputy@abbotsleaschool.co.uk)

**Relationships Education** will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, students will have been taught the following content:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

By the end of secondary school, students will have been taught the following content:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

The curriculum in the secondary department builds on that from the primary department.

**Health Education** aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, students will have been taught the following content:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

By the end of secondary school, students will have been taught the following content:

- 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

The curriculum in the secondary department builds on that from the primary department.

### Consultation with families

This policy is shared actively with families annually and families are encouraged to feedback any thoughts to the Deputy Headteacher ([deputy@abbotsleaschool.co.uk](mailto:deputy@abbotsleaschool.co.uk))

### Consultation with students

At the end of each unit of work, students' views are sought through a student voice review (please see Appendix B).

Teachers respond to any questions and concerns individually or by addressing the concerns with the whole class, as is most appropriate and respectful to all students concerned.

These reflections will form an important aspect of teacher assessment.

### Creating a safe and supportive learning environment, safeguarding and confidentiality

A safe learning environment is essential. Clear "ground rules" and a confidentiality protocol that is understood by all is essential.

In the classroom, students may ask questions that are unpredictable. Where a question seeks clarification of prior learning, this can be addressed there and then.

If the question requires careful consideration, the teacher will validate the importance of the question and will answer the question before or in the next lesson. The answer may be given privately or publically as is most appropriate.

In all PHSE lessons, a box will be available for students to place questions in, in case they have questions they do not wish to verbalise.

Questions will be answered clearly, honestly and in a way that is age-appropriate.

Through the PSHE curriculum students will be encouraged to develop the skills to make a disclosure. Given the content of PHSE discussions, it is possible that a student may make a disclosure or ask a question that raises a safeguarding concern. If this happens we will carefully discourage the student from making the disclosure in front of other students. We will supportively move the student to a private space and we will follow the protocol for taking this disclosure seriously and escalating as appropriate, as set out in *KCSIE*.

### Entitlement and Equality of Opportunity

We promote the needs and interest of all pupils, irrespective of protected characteristics as outlined in the Equality Act.

Teaching will take into account the safe, ability, readiness and cultural backgrounds of students (and those with English as a second language) to ensure that they can all access PHSE education provision.

We will promote diversity and include and consider all pupils needs by ensuring that the curriculum represents a full range of backgrounds and circumstances.

We will not deny the opportunity to this learning through withdrawing students for interventions and/or therapies. We will ensure that where this does occur, students will catch up with their learning.

## Review

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- oversees compliance with the policy through Governor Visits and meetings   - responsibility for ensuring:
  - full compliance with all statutory responsibilities;
  - the school complies with all equalities legislation;
  - funding is in place to support this policy;
  - this policy and all policies are maintained and updated regularly;
  - all policies are made available to families;
  - the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
  - all students make progress in achieving the expected educational outcomes;
  - the subjects are well led, effectively managed and well planned;
  - the quality of provision is subject to regular and effective self-evaluation;
  - the teaching is delivered in ways accessible to all students with varying Special Educational Needs;
  - clear information is provided for families on the subject content and the right to request that their child is withdrawn;
  - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
  - the involvement of the School Council in discussing improvements to this policy during the school year and organising surveys to gauge the thoughts of all students.

### Role of the Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education;

- delegated implementation of the policy to the Deputy Headteacher responsible for Teaching and Learning
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school;
- liaise with the appropriate staff to provide appropriate, purposeful education for any student who has been excused from sex education;
- work in conjunction with SLT (Senior Leadership Team) to ensure all school personnel, students and families are aware of and comply with this policy;
- liaise with SLT to ensure risk assessments are:
  - in place and cover all aspects of this policy;
  - accurate and suitable;
  - reviewed annually;
  - easily available for all school personnel
- create an ethos that is based on the United Nations Convention on the Rights of the Child where students understand the importance of equality and respect the rights of others.

### **Role of the Deputy Headteacher (overseeing all areas of the curriculum)**

The Deputy Headteacher will:

- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- use whole school assemblies well to promote the school ethos;
- work closely with the School Council and to hear their views and opinions;
- encourage students to form and to express their views;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity
- consider requests for withdrawal and arrange alternative provision for those withdrawn
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with students, school personnel, families and governors
- guide and quality assure the work of the Middle Leaders who will oversee the planning of this curriculum area;
- ensure all school personnel are trained to manage disclosures of any type;
- ensure students are made aware of how to raise concerns, to make a report and how a report will be handled;
- ensure school personnel are trained to deal with sensitive issues;
- be made aware of the proposed content of lessons that are safeguarding related as he/she might have local knowledge that could be of value.

## Role of the Middle Leaders

The Middle Leaders will:

- work with Class Teachers to develop a differentiated curriculum;
- ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with students;
- ensure that the teaching delivered by any specialist teacher fits with the planned programme;
- oversee the provision of a curriculum that provides students with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in students' learning and teaching experiences and opportunities throughout the school;
- oversee the provision of an environment that is fun, stimulating and challenging to all students;
- ensure their Class Teachers and further teams promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure their curriculum team equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice to those delivering the curriculum;
- monitor student progress in liaison with Class Teachers;
- ensure sufficient and up to date resources are in place;
- lead the development of this policy throughout the school;
- work closely with the Deputy Headteacher to discuss with families:
  - the planning and delivery of these subjects;
  - any concerns they may have;
  - how to manage conversations with their children on a variety of related issues;
  - they have the right to request that their child be withdrawn from any sex education other than as part of the science curriculum
- provide guidance and support to staff in their Curriculum Teams;
- provide training for all staff on induction and when the need arises;
- make effective use of relevant research and information to improve this policy
- keep up to date with new developments and resources;
- undertake risk assessments when required in liaison with Emily Tobin, Deputy Headteacher;
- review and monitor the provision;
- to work with outside providers to ensure compliance with the Equality Act.

## Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- produce differentiated curriculum planning;
- have high expectations of their students and set appropriate challenge within lessons;
- assess their teaching and use assessments to identify students who need extra support or intervention;
- be prepared for an Ofsted inspection;
- be trained to deal with sensitive issues;
- know how to manage disclosures of any type;
- know how to maintain an appropriate level of confidentiality;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership families and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## Role of Students

Students will:

- be aware of and comply with this policy;
- know how to raise a concern or make a report and know how any report will be handled whether it is about them or a friend or peer;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys

## Role of Families

Families will:

- be aware of and comply with this policy;
- be made aware of the following questions and answers as compiled by the DfE:

**Q: Will my child's school have to engage with me before teaching these subjects?**



A: Schools will be required to consult with families when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for families to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to families' views, and then make a reasonable decision as to how they wish to proceed.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they engage families, they provide examples of the resources they plan to use, for example the books they will use in lessons.

**Q: Will my child be taught sex education at primary? This is too young.**

A: We are not introducing compulsory sex education at primary school. We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their students. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

**Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of students must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

**Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

A: Families will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

**Q: Has the government listened to the views of my community in introducing these subjects?**

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and families – these responses have helped finalise the statutory guidance.

**Q: Will my child be taught about LGBT relationships?**

A: Students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate students about healthy relationships.

Students should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

**Q: What support will schools receive to deliver these subjects well?**

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

**Q: Where can I find out more information about what will be taught in my child's school?**

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published family guides, which explain what the subjects are, and families' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its students. ▪

work in partnership with the school;

- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Meetings with families such as introductory, transition, family-teacher consultations and periodic curriculum workshops;
- Meetings with school personnel;
- Written communications with home such as Head's Weekly Newsletter
- Headteacher reports to the Governing Body; ▪ GB Visit report and GB meetings ▪ Social media:
  - Facebook
  - Twitter

## Monitoring the effectiveness of the policy

### Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time. It will be updated and taken to governors annually

### Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

## Document Control

| Version   | Date       | Action   |
|-----------|------------|--|
| Version 1 | July 2020  | Creation of new document based on statutory guidance and content of other school policies. |
|           | July 2021  | Reviewed no changes  |
|           | July 2022  | Reviewed no changes  |
|           | March 2023 | Reviewed with changes and two Appendices   |
|           | May 2023   | Consultation with families ended   |

### Appendix A:

| Key Stage  | Term   | Content  |
|--|--------|--|
| Lower<br>KS2<br>Cycle A<br>(Year 3<br>and Year<br>4<br>students) | Term 1 | <p><b>TEAM – (Relationships)</b></p> <p>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.</p>       |
|  | Term 2 | <p><b>THINK POSITIVE – (Health and Wellbeing)</b></p> <p>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.</p>  |
|  | Term 3 | <p><b>DIVERSE BRITAIN – (Living in the Wider World)</b></p> <p>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.</p> |
|  | Term 4 | <p><b>BE YOURSELF – (Relationships)</b></p> <p>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</p>  |

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|  |        | 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.   |
|  | Term 5 | <p>IT'S MY BODY - (Health and Wellbeing)</p> <p>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 message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>  |
|  | Term 6 | <p>AIMING HIGH – (Living in the wider world)</p> <p>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.</p> |
| Lower KS2 Cycle B (Year 3 and Year 4 students) | Term 1 | <p>VIPs – (Relationships)</p> <p>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.</p>   |
|  | Term 2 | <p>SAFETY FIRST – (Health and Wellbeing)</p> <p>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</p>  |

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|  |        | learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.  |
|  | Term 3 | <p><b>ONE WORLD – (Living in the Wider World)</b></p> <p>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.</p> |
|  | Term 4 | <p><b>DIGITAL WELLBEING – (Relationships)</b></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> |
|  | Term 5 | <p><b>MONEY MATTERS – (Living in the Wider World)</b></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>   |
|  | Term 6 | <p><b>GROWING UP – (Health and Wellbeing)</b></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>   |

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| Upper KS2 Cycle A (Year 5 and Year 6 students) | Term 1 | <p><b>TEAM – (Relationships)</b></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> |
|  | Term 2 | <p><b>THINK POSITIVE – (Health and Wellbeing)</b></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>  |
|  | Term 3 | <p><b>DIVERSE BRITAIN – (Living in the Wider World)</b></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>  |
|  | Term 4 | <p><b>GROWING UP 1 – (Health and Wellbeing)</b></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>  |
|  | Term 5 | <p><b>IT’S MY BODY – (Health and Wellbeing)</b></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>   |

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|  | Term 6          | <p><b>AIMING HIGH – (Living in the Wider World)</b></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> |
| Upper KS2 Cycle B (Year 5 and Year 6 students) | Term 1          | <p><b>TEAM – (Relationships)</b></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 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.</p>   |
|  | Term 2          | <p><b>SAFETY FIRST – (Health and Wellbeing)</b></p> <p>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.</p>   |
|  | Term 3 & Term 4 | <p><b>ONE WORLD – (Living in the wider world)</b></p> <p>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</p>  |



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|   |        | <p>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.</p>  |
|   | Term 5 | <p><b>DIGITAL WELLBEING – (Relationships)</b></p> <p>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.</p>   |
|   | Term 6 | <p><b>BE YOURSELF – (Relationships)</b></p> <p>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.</p> |
| KS3 Cycle A<br>(Year 7, 8 and 9 students) | Term 1 | <p><b>VIPs – (Relationships)</b></p> <p>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>   |
|   | Term 2 | <p><b>IT'S MY BODY – (Health and Wellbeing)</b></p> <p>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</p>   |

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|   |                 | <p>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.</p>   |
|   | Term 3          | <p><b>MONEY MATTERS – (Living in the Wider World)</b></p> <p>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.</p>   |
|   | Term 4          | <p><b>GROWING UP 2 – (Health and Wellbeing)</b></p> <p>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>   |
|   | Term 5 & Term 6 | <p><b>BE YOURSELF – (Health and Wellbeing)</b></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> |
| KS3 Cycle B<br>(Year 7, 8 and 9 students) | Term 1          | <p><b>MONEY MATTERS – (Living in the Wider World)</b></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</p>   |

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|  |                 | <p>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> |
|  | Term 2          | <p><b>SAFETY FIRST – (Health and Wellbeing)</b></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>   |
|  | Term 3 & Term 4 | <p><b>ONE WORLD – (Living in the Wider World)</b></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>   |
|  | Term 5 & Term 6 | <p><b>DIGITAL WELLBEING – (Relationships)</b></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</p>  |

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|   |                            | <p>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<br/>(Year 7, 8 and 9 students)</p> | <p>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>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 on their personal goals and the steps they can take to achieve these in the future.</p> |
|   | <p>Term 3 &amp; Term 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</p>   |

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|  |                 | personal goals and the steps they can take to achieve these in the future.  |
|  | Term 5 & Term 6 | <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>   |
| KS4 Cycle A (Year 10 and Year 11 students) | Term 1          | <p>CITIZENSHIP</p> <ol style="list-style-type: none"> <li>1. What parliamentary democracy means and then making a list of the key elements of the constitution of the United Kingdom<br/>Listing the role of citizens and Parliament (making reference to the different roles in parliament)</li> <li>2. Taking part in the different electoral systems used in and beyond the United Kingdom.</li> <li>3. Listening to what actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li> <li>4. By creating a table to show other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</li> <li>5. What the local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world consists of.</li> <li>6. Making a list of the main human rights and how international law protects those rights</li> <li>7. Watching the legal system in the UK, the different sources of law and how the law helps society deal with complex problems.</li> <li>8. Watching how we support diverse national, regional, religious and ethnic identities in the United Kingdom. Listing the reasons why the need for mutual respect and understanding is so important.</li> <li>9. Taking part in a community action project to show the different ways in which a citizen can contribute to the improvement of his or her community.</li> <li>10. How income and expenditure, credit and debt, insurance, savings and pensions, financial products and services work</li> <li>11. How public money is raised and spent.</li> </ol> |
|  | Term 2          | HEALTH AND WELLBEING  |

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|  |        | <ol style="list-style-type: none"> <li>1. Identify three of your strengths and areas of development and list feedback given by others.</li> <li>2. How self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this.</li> <li>3. How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</li> <li>4. Create a list of strategies to develop assertiveness and build resilience to peer and identify other influences that affect both how they think about themselves and their health and wellbeing</li> <li>5. Through creating a table to show the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health.</li> <li>6. The change and its impact on mental health and wellbeing and to list the reasons for emotional support during life changes and the difficult experiences people can have.</li> <li>7. Create two spider diagrams to show 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.</li> <li>8. 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.</li> <li>9. Identify the 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.</li> <li>10. 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.</li> </ol> |
|  | Term 3 | <p><b>HEALTH AND WELLBEING</b></p> <ol style="list-style-type: none"> <li>1. Make a list of informed lifestyle choices regarding sleep, diet and exercise. To share what the ideals are and how they can maintain them.</li> <li>2. Create a spider diagram of the benefits of having a balanced approach to spending time online</li> <li>3. Create a table to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</li> <li>4. Create a presentation 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</li> <li>5. Create a poster to show the purpose of blood, organ and stem cell donation for individuals and society</li> </ol>  |

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|  |        | <p>6. Identify through creating a flow chart on how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>7. Watching how to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p> <p>8. Identify the ways in which industries and advertising can influence health and harmful behaviours through creating a presentation to discuss the points</p> <p>9. Create a poster to highlight 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</p> <p>10. Identify in a table the wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p>  |
|  | Term 4 | <p><b>HEALTH AND WELLBEING</b></p> <p>1. Create a table to show the ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>2. Create a list strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>3. Taking part in a first aid class to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>4. Listening to how to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others</p> <p>5. List the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>6. Create a table to inform about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>7. Watch how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p>8. Create a script to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services</p> <p>9. Write a list for the healthy stages of pregnancy and how lifestyle choices affect a developing foetus</p> <p>10. Listening to how fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>11. Listening about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> |

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|  |        | 12. Make a list about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice   |
|  | Term 5 | <p>HOME MANAGEMENT</p> <ol style="list-style-type: none"> <li>1. Listing the rules that keep a home safe</li> <li>2. Creating a table to show what rooms in a home needing cleaning, including what their specific cleaning needs are.</li> <li>3. Selecting the right cleaning materials to clean a home through creating a list of what the products are, what instructions are needed to be followed and how you store those products.</li> <li>4. How to use a washing machine, selecting the clothes to be washed, how to use the cleaning materials and how to store the clothes</li> <li>5. How to use an iron, what settings can be used and how to alter this based on the fabric the clothes are made from</li> <li>6. Make a list of the items that need to be purchased on a regular basis for home living, including their price and how much they would cost if bought every day for a week</li> <li>7. Which transport can be used to travel to the shops and create a map/directions of how to get their and how much it will cost.</li> <li>8. Visiting local shops to identify where items for daily living can be bought</li> <li>9. Sticking to a budget in the shops, working out change and communicating clearly with the shop assistant.</li> <li>10. Creating a spider diagram to show all the items that can be recycled and what bins they use. Including the names of the packaging used.</li> <li>11. Creating a poster to show the ways we can reduce waste and why it is important.</li> </ol> |
|  | Term 6 | <p>RELATIONSHIPS</p> <ol style="list-style-type: none"> <li>1. Create a presentation on 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.</li> <li>2. Discuss the role of pleasure in intimate relationships, including orgasms</li> <li>3. Creating a spider diagram to respond appropriately to indicators of unhealthy relationships, including highlighting where help can be found.</li> <li>4. Create a presentation on 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.</li> <li>5. Make a list of the legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>6. Create a presentation about diversity in romantic and sexual attraction and developing sexuality including sources of support and reassurance and how to access them</li> </ol>   |



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|  |        | <p>7. Develop a list strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>8. Listening to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</p>  |
| KS4 Cycle B (Year 10 and Year 11 students) | Term 1 | <p><b>REALTIONSHIPS</b></p> <ol style="list-style-type: none"> <li>1. To identify their own values and understand how their values influence their decisions, goals and behaviours in a presentation.</li> <li>2. Listening to a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values</li> <li>3. Create a list of strategies to manage the strong emotions associated with the different stages of relationships</li> <li>4. Create a list of how to safely and responsibly manage changes in personal relationships including the ending of relationships</li> <li>5. At least three ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.</li> <li>6. Create a list of the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</li> <li>7. How the legal and ethical responsibilities people have in relation to online aspects of relationships by creating a poster</li> <li>8. Watching how to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</li> <li>9. Identify the ways to access information and support for relationships including those experiencing difficulties</li> <li>10. What the concept of consent in maturing relationships is all about.</li> <li>11. Listened to the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online</li> <li>12. Create a spider diagram to show/recognise the impact of drugs and alcohol on choices and sexual behaviour</li> <li>13. What are the skills needed to assess their readiness for sex, including sexual activity online, as an individual and within a couple</li> <li>14. By creating a table to be able to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</li> </ol> |
|  | Term 2 | <p><b>RELATIONSHIPS</b></p> <ol style="list-style-type: none"> <li>1. Create a table to show how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</li> <li>2. Discuss how 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</li> </ol>  |

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|  |        | <ol style="list-style-type: none"> <li>3. Create a spider diagram to show 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</li> <li>4. List the reasons why people choose to adopt/foster children</li> <li>5. Create a presentation about the current legal position on abortion and the range of beliefs and opinions about it</li> <li>6. Create a table to recognise when others are using manipulation, persuasion or coercion and how to respond</li> <li>7. What the law relating to abuse in relationships, including coercive control and online harassment</li> <li>8. Create a table to show how to recognise when a relationship is abusive and strategies to manage this</li> <li>9. Create a spider diagram to show the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</li> <li>10. Listened 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. What the law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</li> <li>11. Create a list of strategies to challenge all forms of prejudice and discrimination</li> <li>12. Evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs through creating a poster</li> <li>13. To list the skills to support younger peers when in positions of influence</li> <li>14. Create a presentation to show how 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</li> <li>15. List the factors which contribute to young people becoming involved in serious organised crime, including cybercrime</li> </ol> |
|  | Term 3 | <p><b>LIVING IN THE WIDER WORLD</b></p> <ol style="list-style-type: none"> <li>1. Create a table to evaluate and further develop their study and employability skills</li> <li>2. Create a spider diagram to evaluate their own personal strengths and areas for development and use this to inform goal setting</li> <li>3. To list how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</li> <li>4. Create a presentation about the range of opportunities available to them for career progression, including in education, training and employment</li> <li>5. Write a list about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</li> </ol>   |

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|  |        | <p>6. Create a poster about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p> <p>7. Listen about the labour market, local, national and international employment opportunities</p> <p>8. Listen about employment sectors and types, and changing patterns of employment</p> <p>9. Research, secure and take full advantage of any opportunities for work experience that are available and create a presentation to show this</p> <p>10. How to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities through creating a list</p> <p>11. List the benefits and challenges of cultivating career opportunities online</p> <p>12. Create a list of strategies to manage their online presence and its impact on career opportunities</p>  |
|  | Term 4 | <p>LIVING IN THE WIDER WORLD</p> <p>1. List the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>2. Discuss about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>3. Create a spider diagram about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>4. Create a table to show how to effectively budget, including the benefits of saving</p> <p>5. List how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>6. Create a table to recognise and manage the range of influences on their financial decisions</p> <p>7. Create a presentation to show how to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>8. Discuss the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>9. Create presentation to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p> |
|  | Term 5 | <p>LIVING IN THE WIDER WORLD</p> <p>1. Create a poster to show that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>2. List the strategies for protecting and enhancing their personal and professional reputation online</p> <p>3. Listen to how social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to</p>   |

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|                                  |        | <p>recognise why and how this may influence opinions and perceptions of people and events</p> <ol style="list-style-type: none"> <li>4. List how personal data is generated, collected and shared, including by individuals, and the consequences of this</li> <li>5. Create a table to show how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</li> <li>6. List the strategies to critically assess bias, reliability and accuracy in digital content</li> <li>7. How to assess the causes and personal consequences of extremism and intolerance in all their forms</li> <li>8. Create a presentation 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</li> </ol>   |
|                                  | Term 6 | <p>COMMUNICATION</p> <ol style="list-style-type: none"> <li>1. Listen and respond to other people, creating a list of how to greet people and demonstrate active listening</li> <li>2. Speak (or use other means) to communicate with other people</li> <li>3. Engage in discussion with other people</li> <li>4. Interact with people within a social setting</li> <li>5. How to interact in a group situation</li> <li>6. Create a list of the problems that could arise in a group situation</li> <li>7. Come up with a solution to a problem and make a list of the possible solutions</li> </ol>  |
| KS5 (Year 12,13 and 14 students) | Term 1 | <p>HEALTH AND WELLBEING- Physical Health/Sexual Health</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>• To take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening</li> <li>• To consistently access reliable sources of information and evaluate media messages about health</li> <li>• How to register with and access health services in new locations</li> <li>• To recognise illnesses that particularly affect young adults, such as meningitis and ‘freshers’ flu’</li> <li>• How to maintain a healthy diet, especially on a budget</li> <li>• How to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online harmful behaviours</li> <li>• To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships</li> <li>• How to reduce the risk of contracting or passing on a sexually transmitted infection (STI)</li> <li>• How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment</li> </ul> |

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|  | Term 2 | <p>RELATIONSHIPS- Positive Relationships</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>• The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</li> <li>• The role of pleasure in intimate relationships, including orgasms</li> <li>• To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</li> <li>• 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</li> <li>• The legal rights, responsibilities and protections provided by the Equality Act 2010</li> <li>• About diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</li> <li>• Strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</li> <li>• To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours</li> </ul>                          |
|  | Term 3 | <p>LIVING IN THE WIDER WORLD- Media Literacy and Career Pathways</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>• To set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate</li> <li>• To effectively challenge online content that adversely affects their personal or professional reputation</li> <li>• To build and maintain a positive professional online presence, using a range of technologies</li> <li>• How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this</li> <li>• To be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation</li> <li>• When and how to report or access help for themselves or others in relation to extremism and radicalisation</li> <li>• To be enterprising in life and work</li> <li>• To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</li> <li>• To evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities</li> </ul> |

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|  |        | <ul style="list-style-type: none"> <li>The implications of the global market for their future choices in education and employment</li> </ul>   |
|  | Term 4 | <p>HEALTH AND WELLBEING- Mental Health and Emotional Wellbeing/Maintaining Safety</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>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</li> <li>To recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours</li> <li>To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing</li> <li>To analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support</li> <li>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</li> <li>To manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>To travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements</li> <li>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</li> </ul> |
|  | Term 5 | <p>RELATIONSHIPS- Bullying and Discrimination/Consent</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>To recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online</li> <li>To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</li> <li>To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk</li> <li>To understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support</li> <li>Strategies to recognise, de-escalate and exit aggressive social situations</li> <li>To evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon</li> </ul>   |

|  |        |  |
|--|--------|--|
|  |        | <ul style="list-style-type: none"> <li>• Ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination</li> <li>• 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)</li> <li>• To understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent</li> <li>• How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</li> <li>• The consequences of unintended pregnancy, sources of support and the options available</li> <li>• The roles and responsibilities of parents, carers and children in families</li> <li>• The nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</li> </ul>   |
|  | Term 6 | <p>LIVING IN THE WIDER WORLD- Employment Rights</p> <p>Students are taught:</p> <ul style="list-style-type: none"> <li>• How to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</li> <li>• How to produce a concise and compelling curriculum vitae and prepare effectively for interviews</li> <li>• How to recognise career possibilities in a global economy</li> <li>• Their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'</li> <li>• The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols</li> <li>• To understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection</li> <li>• To recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation</li> <li>• The role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours</li> </ul> |

Appendix B:



## END OF TERM PSHE UNIT REVIEW

My name:

My class:

My topic this term:

| Question   | My answer |
|--|-----------|
| Do you have any unanswered questions about this term's work?               |           |
| What's the most important thing you have learnt in PSHE this term?         |           |
| What would you change about this term's PSHE work if you were the teacher? |           |
| Is there anything about keeping healthy that is worrying you?              |           |
| What is next term's PHSE topic?  |           |
| What are you hoping to find out next term?                                 |           |

### Note to you...

If anything you discuss in PHSE makes you feel uncomfortable, please talk to a member of staff