



PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION, 2020-21



PSHCE.

Students at Key Stage Three will build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. This will be ascertained through Student Voice, baseline assessment and shared practice with our feeder schools. The PSHE curriculum is sequenced to acknowledge and address the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media. At Key Stage Four, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage Three. The PSHE Curriculum is sequenced to reflect the fact that students are moving towards greater independence and adult life, taking on greater responsibility for themselves and others. As well as sequencing to support age and maturity, the curriculum is sequenced to ensure the retention of the knowledge and skills needed to keep children safe, for example First Aid is repeated in 7.1 and 9.4.

Relationships and Sex education will also form part of the PSHCE curriculum. This is again sequenced to build on subject curriculums such as the science curriculums study of the human reproductive system, and to ensure an age appropriate delivery point. The building of knowledge and life skills over time is sequenced to prepare students for issues they will soon face. This will include:

- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education
- Healthy minds, including emotional wellbeing, resilience, mental health
- Economic wellbeing and financial capability
- Careers education, preparation for the workplace and making a positive contribution to society
- Different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of a healthy relationship

Please note

- This curriculum will be supplemented by weekly assemblies, AHP activities exploring wider SMSC education and Careers and Raising Aspirations sessions.
- Racialisation and Extremism will be covered within standalone sessions outside of this LTP.
- The PSHCE curriculum will be adapted to meet the needs of our local community and any shifting priorities to keep children safe.
- The PSHCE curriculum may also be subject to adaption to suit online delivery.

Not all PSHE education topics are appropriate to deliver remotely. In the event of virtual provision, the intent of the curriculum can be partially met through the use of recorded PowerPoints to ensure a safe and consistent delivery. It can be supplemented through communication with parents and the sharing of resources and guidance. However, any live lessons will deviate from the below Long Term Plan and focus on mental health and online safety. The rationale for this is outlined below.

- Many topics covered in PSHE education are complex and sometimes sensitive
- Students should engage with such topics in discussions and activities facilitated by a teacher, within a safe classroom environment
- Researching certain PSHE education topics can lead students to access websites that may be unreliable or even harmful
- Many topics will be difficult for some pupils to discuss or learn about in the home environment

Rationale and Ethos

This Curriculum is in line with current regulations from the Department of Education (DfE) and is aimed to meet the requirements set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019)***. Relationships, Sex Education and Health Education are taught as a statutory subject through this PSHE curriculum as well as wider subject curriculums.

This curriculum through delivering Relationships and Sex Education make a significant contribution to the academy's legal duties to:

- prepare students for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social cultural mental and physical development of students

Relationships and Sex Education is defined by the PSHE Association as ‘learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health’. The aim of Relationships and Sex Education is to equip children and young people with the knowledge, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

The Curriculum content and sequencing recognises the central importance of relationships in supporting children and young people’s mental health and wellbeing, academic achievement and future success. Our PSHCE curriculum also aims to support pupils in their wider personal development, supporting the growth of our core values Aspiration, Resilience, Respect, Responsibility and Tolerance as well as wider British Values.

The curriculum’s approach will focus on developing attitudes, values and skills but will also have a central place for key knowledge retention. This will include developing self-esteem, the skills to manage relationships, and securing the knowledge and vocabulary to stay safe in all their relationships. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships. As an academy we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver a PSHCE curriculum that recognises and addresses this to ensure that students know how to keep themselves and their personal information safe.

Legislation (statutory regulations and guidance)

Documents that inform this PSHCE curriculum include:

- Equality Act 2010
- Keeping children safe in education – Statutory safeguarding guidance 2020
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

The PSHCE curriculum will be adapted and informed by:

- Our local health report.
- Public Health England Child and Maternal Health (CHIMAT) data sets
- Local Authority’s joint strategic needs assessment (JSNA)

- KS2 Curriculum review
 - Communication with feeder school
 - Base Line assessment
 - Student Voice
- Parent Voice and Local community priorities.
- National Trends.
- Pastoral Data.
- Relevant subject assessments and curriculum reviews.

Our RSE provision will be supported outside of PSHCE through:

- Modelling a caring ethos that supports positive relationships between all members of the academy community
- Science, ICT and PE as stipulated by the national curriculum
- Subject Curriculum areas
- Assemblies
- Pastoral support
- Appropriate literature and leaflets and other information sources shared with parents and students on the school website
- Targeted intervention, where appropriate, with vulnerable individual.
- Delivery in response to incidents

Safe and Effective practice

In order for PSHE/RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep students safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Students will understand how disclosures will be handled.

- Students will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Students at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning.

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills. The Shenley lesson cycle will be used when appropriate, due to the time constraints on PSHCE lesson.

Assessment

The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas” Assessment therefore has to be an integral part of the teaching and learning in PSHE education, as it is in all subjects. Given the subject’s nature it is essential that a distinction is drawn between the Knowledge intent of the curriculum and a student’s growth as an individual. PSHCE assessment cannot infer failure in emotive areas such as positive relationships. It is, however, possible to recognise and evidence progress and attainment in PSHE through knowledge, understanding, skills and attributes but assessment will be mindful of the unique nature of the subject.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of PSHCE/RSE as will Student Voice and opportunities for reflection. Shenley Academy has the same high standards of the quality of students’ learning in PSHCE/RSE as in other curriculum areas. PSHCE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of students existing knowledge, experience and understanding throughout.

Asking and Answering Questions

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their professional judgement in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
- If a student's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the ground rules/group agreement.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which encourages thoughtful participation
- If a teacher is concerned that a student is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.
- British law and values will form the basis for responses to student questions.

SEND

SEND students should follow the same PSHCE/RSE curriculum as all other students. The curriculum model recognises that PSHCE/RSE for students with SEND works by building layers of learning that are reinforced through repetition. When one fact or skill is learned the curriculum is sequenced to build on this learning and allows progression into the next concept. Emphasis will also be placed on learning and mastering key vocabulary.

To ensure that the RSE Curriculum is accessible for all students, classroom teachers will ensure quality first teaching and when needed, resources will be differentiated and content may be adapted to meet the needs of SEND students

When delivering RSE to SEND students staff will consider:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood
- The additional vulnerability that SEND students can face due to exploitation, bullying and other issues
- The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of their need
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stage

Safeguarding

Safeguarding considerations have formed an essential part of the Curriculum planning and intent. In order to keep students safe.

- Our DSL reviews content each half term and informs reasonable adjustment for vulnerable students
- Content is mapped against safeguarding concerns. (see Document S1)
- The Curriculum content has been sequenced to support the safeguarding of students. For example, by helping students recognise inappropriate behaviour towards them or others.
- To teach students how to access help.
- Teaching the language, skills and strategies that enable students to tackle and mitigate risks to their (or others') physical or emotional safety, including; bullying, unhealthy relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours.

Furthermore, this PSHCE curriculum has been planned to support the academy's duty from the Equality Act 2010 to help to reduce prejudice-based bullying and in doing so to keep safe protected characteristic groups.

Parental consultation and right to withdraw.

This curriculum has been open for parental and community consultation since September 2020. This process is still open and ongoing. The Department for Education (DfE, 2019a) is clear that we “recognise the importance of strong, constructive and open conversation with parents in the education of their children.” This will empower you to continue the conversations started in class at home (DfE, 2020).

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn.

We will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the academy should arrange for your child to receive this teaching unless there are exceptional circumstances.

The science curriculum in all maintained schools also includes content on human development, including reproduction, for which there is no right to withdraw.

To join our ongoing RSE working party please email. Daniel.thacker-smith@e-act.org.uk

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 7 | <p>*Adapted Mental Health Recovery curriculum</p> <p>Transition and safety Personal safety in and outside school, including first aid.</p> | <p>Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p> | <p>*Adapted Online safety</p> <p>Diversity Diversity, prejudice, and bullying</p> | <p>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> | <p>Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p> | <p>Financial decision making Saving, borrowing, budgeting and making financial choices Recap Knowledge</p> |
| Year 8 | <p>*Mental health recovery curriculum</p> <p>Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use</p> | <p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p> | <p>*Online safety</p> <p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> | <p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p> | <p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> | <p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks.</p> |
| Year 9 | <p>*Mental Health Recovery curriculum</p> <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> | <p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p> | <p>*Online safety</p> <p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> | <p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p> | <p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> | <p>Employability skills Employability and online presence</p> |
| Year 10 | <p>*Mental Health Recovery curriculum</p> <p>Mental Health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> | <p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> | <p>*Online safety</p> <p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p> | <p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p> | <p>Family' Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</p> | <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> |

*Adapted content within 2020/21 Due to COVID . See lesson log and recovery Curriculum MTP

| Year 7 LTP overview | Topic and RSE link | Outcomes sequencing |
|---------------------|--|---|
| 7.1 | Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2 | How to identify, express and manage their emotions in a constructive way How to manage the challenges of moving to a new school How to establish and manage friendships How to improve study skills How to identify personal strengths and areas for development Personal safety strategies and travel safety, e.g. road, rail and water How to respond in an emergency situation Basic first Aid |
| 7.2 | Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12 | How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity About a broad range of careers and the abilities and qualities required for different careers About equality of opportunity How to challenge stereotypes, broaden their horizons and how to identify future career aspirations About the link between values and career choices |
| 7.3 | Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R4 | About identity, rights and responsibilities About living in a diverse society How to challenge prejudice, stereotypes and discrimination The signs and effects of all types of bullying, including online How to respond to bullying of any kind, including online How to support others |
| 7.4 | Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM | How to make healthy lifestyle choices including diet, dental health, physical activity and sleep How to manage influences relating to caffeine, smoking and alcohol How to manage physical and emotional changes during puberty |

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| | PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34 | About personal hygiene How to recognise and respond to inappropriate and unwanted contact About FGM and how to access help and support |
| 7.5 | Building relationships Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24 | How to develop self-worth and self-efficacy About qualities and behaviours relating to different types of positive relationships How to recognise unhealthy relationships How to recognise and challenge media stereotypes How to evaluate expectations for romantic relationships About consent, and how to seek and assertively communicate consent |
| 7.6 | Financial decision making Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18 | How to make safe financial choices About ethical and unethical business practices and consumerism About saving, spending and budgeting How to manage risk-taking behaviour |

| Year 8 LTP overview | Topic and RSE link | Outcomes and Sequencing |
|---------------------|---|---|
| 8.1 | Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use. PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 | About medicinal and reactional drugs About the over-consumption of energy drinks About the relationship between habit and dependence How to use over the counter and prescription medications safely How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes How to manage influences in relation to substance use How to recognise and promote positive social norms and attitude |
| 8.2 | Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12 | About equality of opportunity in life and work How to challenge stereotypes and discrimination in relation to work and pay About employment, self-employment and voluntary work How to set aspirational goals for future careers and challenge expectations that limit choices |
| 8.3 | Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia | How to manage influences on beliefs and decisions About group-think and persuasion How to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination How to recognise and challenge homophobia and biphobia How to recognise and challenge racism and religious discrimination |
| 8.4 | Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24 | About attitudes towards mental health How to challenge myths and stigma About daily wellbeing How to manage emotions How to develop digital resilience About unhealthy coping strategies (e.g. self-harm and eating disorders) About healthy coping strategies |
| 8.5 | Identity and relationships | The qualities of positive, healthy relationships |

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| | <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32</p> | <p>How to demonstrate positive behaviours in healthy relationships About gender identity and sexual orientation About forming new partnerships and developing relationships About the law in relation to consent That the legal and moral duty is with the seeker of consent How to effectively communicate about consent in relationships About the risks of 'sexting' and how to manage requests or pressure to send an image About basic forms of contraception, e.g. condom and pill</p> |
| 8.6 | <p>Digital literacy Online safety, digital literacy, media Reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p> | <p>About online communication How to use social networking sites safely How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation How to respond and seek support in cases of online grooming How to recognise biased or misleading information online How to critically assess different media sources How to distinguish between content which is publicly and privately shared About age restrictions when accessing different forms of media and how to make responsible decisions How to protect financial security online How to assess and manage risks in relation to gambling and chance-based transactions</p> |

| Year 9 LTP overview | Topic and RSE link | Outcomes sequencing |
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| 9.1 | <p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p> | <p>How to distinguish between healthy and unhealthy friendships How to assess risk and manage influences, including online about 'group think' and how it affects behaviour How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively To manage risk in relation to gangs About the legal and physical risks of carrying a knife About positive social norms in relation to drug and alcohol use About legal and health risks in relation to drug and alcohol use, including addiction and dependence About Trafficking Young people are passed by perpetrators through networks, between towns and cities, where they may be forced or coerced into sexual Activity with multiple people</p> |
| 9.2 | <p>Setting goals Learning strengths, career options and goal setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p> | <p>About transferable skills, abilities and interests How to demonstrate strengths About different types of employment and career pathways How to manage feelings relating to future employment How to work towards aspirations and set meaningful, realistic goals for the future About GCSE and post-16 options Skills for decision making Local job market and overcoming stereotypes.</p> |
| 9.3 | <p>Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36</p> | <p>About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering About positive relationships in the home and ways to reduce homelessness among young people About conflict and its causes in different contexts, e.g. with family and friends</p> |

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| | | <p>Conflict resolution strategies</p> <p>How to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>How to access support services</p> <p>About young carers</p> |
| 9.4 | <p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21</p> | <p>About the relationship between physical and mental health</p> <p>About balancing work, leisure, exercise and sleep</p> <p>How to make informed healthy eating choices</p> <p>How to manage influences on body image</p> <p>How to make independent health choices</p> <p>How to take increased responsibility for physical health, including testicular self-examination</p> |
| 9.5 | <p>Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p> | <p>About readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>About myths and misconceptions relating to consent</p> <p>About the continuous right to withdraw consent and capacity to consent</p> <p>About STIs, effective use of condoms and negotiating safer sex</p> <p>About the consequences of unprotected sex, including pregnancy</p> <p>How the portrayal of relationships in the media and pornography might affect expectations</p> <p>How to assess and manage risks of sending, sharing or passing on sexual images</p> <p>How to secure personal information online</p> |
| 9.6 | <p>Employability skills</p> <p>Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p> | <p>About young people's employment rights and responsibilities</p> <p>Skills for enterprise and employability</p> <p>How to give and act upon constructive feedback</p> <p>How to manage their 'personal brand' online</p> |

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| | | Habits and strategies to support progress How to identify and access support for concerns relating to life online |
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| Year 10 LTP overview | Topic and RSE link | Outcomes and sequencing |
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| 10.1 | Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10 | How to manage challenges during adolescence How to reframe negative thinking Strategies to promote mental health and emotional wellbeing About the signs of emotional or mental ill-health How to access support and treatment About the portrayal of mental health in the media How to challenge stigma, stereotypes and misinformation |
| 10.2 | Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices PoS refs: H25, R38, L16, L17, L18, L19, L20, L25 | How to effectively budget and evaluate savings options How to prevent and manage debt, including understanding credit rating and pay day lending How data is generated, collected and shared, and the influence of targeted advertising How thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling Strategies for managing influences related to gambling, including online About the relationship between gambling and debt About the law and illegal financial activities, including fraud and cybercrime How to manage risk in relation to financial activities |
| 10.3 | Healthy relationships and Abusive Relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media | About relationship values and the role of pleasure in relationships About myths, assumptions, misconceptions and social norms about sex, gender and relationships |

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| | and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31 | <p>About the opportunities and risks of forming and conducting relationships online</p> <p>How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours</p> <p>About various forms of relationship abuse</p> <p>About unhealthy, exploitative and abusive relationships</p> <p>How to access support in abusive relationships and how to overcome challenges in seeking support</p> <p>About the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent</p> <p>How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <p>How to recognise and challenge victim blaming</p> <p>About asexuality, abstinence and celibacy</p> |
| 10.4 | <p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>PoS refs: H19, H20, H21, R20, R35, R36, R37</p> | <p>About positive and negative role models</p> <p>How to evaluate the influence of role models and become a positive role model for peers</p> <p>About the media's impact on perceptions of gang culture</p> <p>About the impact of drugs and alcohol on individuals, personal safety, families and wider communities</p> <p>How drugs and alcohol affect decision making</p> <p>How to keep self and others safe in situations that involve substance use</p> <p>How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</p> <p>Exit strategies for pressurised or dangerous situations</p> <p>How to seek help for substance use and addiction</p> |

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| <p>10.5</p> | <p>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R3</p> | <p>About 'honour based' violence and forced marriage and how to safely access support About different types of families and changing family structures How to evaluate readiness for parenthood and positive parenting qualities About fertility, including how it varies and changes About pregnancy, birth and miscarriage About unplanned pregnancy options, including abortion About adoption and fostering How to manage change, loss, grief and bereavement</p> |
| <p>10.6</p> | <p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p> | <p>About core values and emotions About gender identity, gender expression and sexual orientation How to communicate assertively How to communicate wants and needs How to handle unwanted attention, including online How to challenge harassment and stalking, including online About various forms of relationship abuse About unhealthy, exploitative and abusive relationships How to access support in abusive relationships and how to overcome challenges in seeking support</p> |

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***AHP sessions will meet the below.**

Addressing extremism and radicalisation, community cohesion and challenging extremism

- About communities, inclusion, respect and belonging
- about the Equality Act, diversity and values
- about how social media may distort, misrepresent or target information in order to influence beliefs and opinions
- how to manage conflicting views and misleading information
- how to safely challenge discrimination, including online
- how to recognise and respond to extremism and radicalisation

Mapping codes (KS3 and KS4)

KS3: Health and Wellbeing

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

H3. to accept helpful feedback or reject unhelpful criticism

H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM

H11. about the use of contraception, including the condom and pill; to negotiate condom use

H14. to recognise and manage what influences their choices about exercise

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

H21. to understand how the inappropriate use of mobile phones can contribute to accidents

H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)

H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)

H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

KS4: Health and Wellbeing

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this

H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable students (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided]

H8. how lifestyle choices affect a developing foetus

H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk

H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons

H12. how to recognise and follow health and safety procedures

H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns

H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

KS3: Relationships

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R4. to explore the range of positive qualities people bring to relationships

R6. the features of positive and stable relationships (including trust, mutual respect, honesty and equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)

R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships

R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement

R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context

R14. to understand what expectations might be of having a girl/boyfriend

R18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected

R22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances

R24. about the difference between assigned/biological sex, gender identity and sexual orientation

R25. to recognise that there is diversity in sexual attraction and developing sexuality

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours

R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns

R33. laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon

R34. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support

R37. how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

KS4: Relationships

R1. strategies to manage strong emotions and feelings

R6. managing changes in personal relationships including the ending of relationships

R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances

R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement

R12. how to access such organisations and other sources of information, advice and support

R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R16. to recognise when others are using manipulation, persuasion or coercion and how to respond

R17. to understand the pernicious influence of gender double standards and victim-blaming

R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

R28. about the options open to people who are not able to conceive

R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

KS3: Living in the Wider World

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices

L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills

L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work

L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

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

L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes

L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L15. the benefits of being ambitious and enterprising in all aspects of life

L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

KS4: Living in the Wider World

L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting

L3. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)

L4. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

L5. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others

L6. how social media can offer opportunities to engage with a wide variety of views on different issues

- L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11. about the information, advice and guidance available to them and how to access the most appropriate support.
- L12. to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13. about the range of opportunities available to them for career progression, including in education, training and employment
- L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15. to research, secure and take full advantage of any opportunities for work experience that are available
- L16. about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L21. to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22. their consumer rights and how to seek redress