

Curriculum progression overview – PSHCE department

Vision:

Citizenship and PSHE in education is about enabling pupils to make their own decisions and to take responsibility for their own lives and communities as well as developing knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work.

Why study PSHCE?

The Citizenship curriculum aims to:

- develop knowledge, skills and understanding that students need to play a full part in society as active and responsible citizens. Students learn about politics, parliament and voting as well as human rights, justice, the law and the economy. They also learn the skills of active citizenship. Teaching is brought to life using real issues and events in local to global contexts.
- provide learning experiences to engage and inspire, for example, Mock trial team, parliament trips and having solicitors in school to deepen the students' knowledge of law but also to provide inspiration, and information about routes into possible careers.

The PSHE curriculum aims to:

- give students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.
- give students opportunity to meet and engage with expert visitors to ensure the information and advice they receive is current and accurate.
- signpost people and organisations that can provide help and support to them.

What powerful knowledge will you gain in PSHCE?

PSHE gives students the knowledge and life skills to take care of themselves as they transition to become independent adults.

More specifically, the Citizenship curriculum gives students powerful knowledge about their rights and how they have the power to influence the world around them. Topics such as Democracy at work, Law and Justice, Current issues and Power and influence will push students to develop their moral compass with the broad spectrum of information available.

KS3

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

KS4

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- 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
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

Students will learn about the Equality Act 2010 and their nine protected characteristics. These are woven through the PSHE curriculum, empowering students to recognise discrimination and understand the ways that they are protected by the law.

How does studying PSHCE support your studies in other subjects?

Knowledge and understanding gained in PSHCE could be linked to all other school subjects. Some examples are:

Puberty topics link to Science, some Health and Wellbeing elements link to the Food and PE curriculums.

There are many links to topics covered in History such as the formation of rights and civil rights. Indeed any subject that requires pupils to analyse information and look at patterns and trends, to construct a coherent and well-structured argument will be supported by the work done by pupils in PSHCE. Pupils will also learn methods of thinking and research that will support thinking in other subjects.

How are you assessed in PSHCE?

PSHE

A baseline test is carried out at the beginning of the learning topic to show current knowledge.

This is then repeated/ or added to at the end of the topic to highlight new knowledge.

GCSE Citizenship

Cumulative assessments will take place through the year to improve knowledge recall.

Marking and action response will be used to fill gaps identified.

Formative

Key word tests as well as exam questions marked with SITS stickers.

Mock exams

Whole exam papers with mark schemes and grade boundaries.

How can PSHCE support your future progression?

The Citizenship GCSE has a lot of cross subject content links with local college courses such as public services.

For pupils wanting to follow a more academic route, the GCSE lends itself well to the further study of subjects such as Politics, Law and Sociology at A level.

Associated careers include:

Legal profession

Journalism

Media

Criminology

Politics

Teaching

Research and Marketing

What enrichment opportunities are there in PSHCE?

Visits to places of worship

Walking tour of London and visit to Parliament

Visit to Crown Court Sheffield

Lawyers in schools

Visit to the National Justice Museum

We use a variety of expert visitors to enhance student experience during PSHE lessons. Spectrum health care are an example, they work with year 9 students on the RSE curriculum.

5 year model:

	Autumn 1 7/8	Autumn 2 7	Spring 1 6	Spring 2 5	Summer 1 7	Summer 2 6
YR7	<p>The island Project Rights and Responsibilities</p> <ol style="list-style-type: none"> Welcome to the island-choose your team. What will we take and where will we live? Wants, needs and human rights. How can we keep our people happy? How can we keep our people happy (inspiration) Peer assessment piece. <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. L1. study, organisational, research and presentation skills</p>	<p>Celebrations</p> <ol style="list-style-type: none"> Introducing three faiths. Comparing Christmas and Eid The Jewish festival of Purim The Jewish festival of Hanukkah. Dreidel game. Diwali Traditional Christmas v secular <p>KQ1 Why are these words special? KQ4 Why are some times, special? Religion or belief</p>	<p>Body confidence</p> <ol style="list-style-type: none"> Puberty- what happens and why? Growing up, becoming independent Periods, what do I need to know? Personal hygiene, how do I keep myself clean? Oral hygiene PANTS- dealing with unwanted contact. <p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. H20. strategies for maintaining personal hygiene, including oral</p>	<p>Careers</p> <ol style="list-style-type: none"> Who am I? What is University? What are my best qualities? Am I creative? What is enterprise? <p>L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p>	<p>Positive relationships</p> <ol style="list-style-type: none"> Online friendships and cyberbullying The golden rule Romantic relationships and our values Marriage and civil partnerships Attitudes to marriage <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R9. to clarify and develop personal values in</p>	<p>Creation theories and interpretation</p> <ol style="list-style-type: none"> Creation theory from Christianity Creation theory from Islam The big bang theory, cosmology and interpretation The aboriginal creation theory <p>KQ1 Why are these words special? KQ2 Why are some places special? KQ6 How do I and others feel about life and the universe around us? Religion or belief</p>

	<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p>		<p>health, and prevention of infection</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>		<p>friendships, love and sexual relationships</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> <p>KQ1 Why are these words special?</p> <p>KQ3 How can faith contribute to Community Cohesion?</p> <p>Marriage and civil partnership</p>	
YR8	<p><u>Religion and morality</u> <u>War and refugees</u></p> <ol style="list-style-type: none"> 1. What is morality? 2. The Five Pillars of Islam 3. The Ten Commandments of Christianity 4. What are refugees and asylum seekers? 5. The consequences of war 	<p><u>Substance effects</u></p> <ol style="list-style-type: none"> 1. Effects, risks and reduction of caffeine consumption 2. Smoking- statistics and the law 3. The effects of smoking 4. The economic effects of smoking 	<p><u>Risk and peer pressure</u></p> <ol style="list-style-type: none"> 1. What are the risks of tobacco and e-cigarettes and how to manage peer influence 2. The effects of alcohol, managing influence and identifying support 3. Drugs and addiction 	<p><u>Careers</u></p>	<p><u>Dealing with difficult relationships</u></p> <ol style="list-style-type: none"> 1. Bullying or banter 2. Cyber bullying 3. Break ups and divorce 4. Attitudes to divorce 5. Family life and conflict at home. 6. Running away 7. Sexting 	<p><u>Discrimination</u></p> <ol style="list-style-type: none"> 1. Prejudice and Discrimination 2. The equality Act 2010 3. Age 4. Disability 5. Sex, gender and sexuality 6. Race and religion 7. Sexism

	<p>6. The consequences of migration 7. The migrant, refugee crisis</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice KQ1 Why are these words special? KQ2 Why are some places special? KQ3 How can faith contribute to Community Cohesion? Race Religion or belief</p>	<p>5. Alcohol recommendations and the law. 6. The effects of alcohol and binge drinking 7. Over the counter</p> <p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances</p>	<p>4. County lines, how are young people being exploited? 5. Why do teenagers get involved with knife crime and what are the consequences?</p> <p>H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H29. about the concepts of dependence and addiction including awareness of help to overcome addictions R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>		<p>R19. to develop conflict management skills and strategies to reconcile after Disagreements R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R35. the roles and responsibilities of parents, carers and children in families R38. to recognise bullying, and its impact, in all its forms; the skills and strategies</p>	<p>R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online Age Disability Gender Marriage Pregnancy Race Religion Sex Sexuality</p>
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			<p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>		to manage being targeted or witnessing others being bullied	
YR9	<p>Finance and Debt</p> <ol style="list-style-type: none"> 1. What is a budget? 2. Saving and borrowing 3. Payday loans and credit cards 4. Gambling and debt 5. HMRC <p>L16. how to effectively budget, including the benefits of saving</p> <p>L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>L18. to recognise and manage the range of influences on their financial decisions</p> <p>L19. to access appropriate support for financial</p>	<p>Relationships expectations and myths</p> <ol style="list-style-type: none"> 1. Spectrum 2. Spectrum 3. Spectrum 4. Spectrum 5. Spectrum 6. Relationship expectations/consent 7. Pornography <p>H21. how to access health services when appropriate</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that</p>	<p>Health</p> <ol style="list-style-type: none"> 1. Appearance ideals and media messages 2. Confront comparisons and banish body talk 3. Resilience and coping 4. Eating disorders 5. What is self-harm and why do people do it? 6. Vaccinations <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p>	<p>Citizenship: Democracy and UK government</p> <ol style="list-style-type: none"> 1. Intro to governments 2. Political parties 3. How do we vote? 4. What are the 3 parts of parliament? 5. How is a new law created? 6. How do we deal with those that break the law? <p>the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>the operation of Parliament, including voting and elections, and the role of political parties</p>	<p>Careers</p>	<p>Risk</p> <ol style="list-style-type: none"> 1. Online relationships 2. Digital footprints 3. Careers and online reputation 4. Advertising influence 5. Cosmetic and aesthetic procedures <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p>

	<p>decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>L20. the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p> <p>H25. 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>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>the functions and uses of money, the importance and practice of budgeting, and managing risk. income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>	<p>barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>R7. how the media portrays relationships and the potential impact of this on people’s expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to</p>	<p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon</p>	<p>the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p>		<p>H18. the ways in which industries and advertising can influence health and harmful behaviours</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>L22. that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>L23. strategies for protecting and enhancing their personal and professional reputation online</p>
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something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

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

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

R28. to gauge readiness for sexual intimacy

R28. to gauge readiness for sexual intimacy

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

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

R31. that intimate relationships should be pleasurable

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

R33. the risks related to unprotected sex

Gender
Sexuality

as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]

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

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

YR10	<p><u>British values: Challenging extremism and radicalisation</u></p> <ol style="list-style-type: none"> 1. Jo Cox- Left and right wing politics 2. Radical groups 3. Grooming-Hollyoaks 4. E-safety radicalisation 5. Bias and reliability 6. Prevent <p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>L24. that social media may disproportionately feature exaggerated or inaccurate</p>	<p><u>Unhealthy Relationships</u></p> <ol style="list-style-type: none"> 1. What is relationship abuse? 2. What is domestic abuse? 3. Types of abuse and common myths 4. Criminal behaviour 5. Grief and bereavement <p>R12. to safely and responsibly manage changes in personal relationships including the ending of relationships</p> <p>R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p>	<p><u>Health</u></p> <ol style="list-style-type: none"> 1. What can affect my mental wellbeing? 2. The stigma of mental health 3. What is mindfulness? How can it help with our mental health? 4. The importance of sleep 5. Drugs and mental health 6. Breast Cancer- What is it? What are the symptoms? Why does it occur? 7. Breast Cancer-How do lifestyle choices affect your risk or cancer and why is breast awareness important? 8. Testicular cancer <p>H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies — cognitive and</p>	<p><u>Careers- The world of work</u></p> <ol style="list-style-type: none"> 1. Health and safety at work 2. Work shift patterns and hours 3. Work and young people 4. Discrimination in the workplace <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>Age</p> <p>Disability</p> <p>Gender</p> <p>Marriage</p> <p>Pregnancy</p> <p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p>Sexuality</p>	<p><u>RSE ad Parenting</u></p> <ol style="list-style-type: none"> 1. Pregnancy options 2. The cost of a baby 3. Pregnancy and maternity 4. Parenting skills 5. Different modern families <p>H30. about healthy pregnancy and how lifestyle choices affect a developing fetus</p> <p>H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support</p>	<p><u>Relationships</u></p> <ol style="list-style-type: none"> 1. Good relationships 2. Online relationships 3. Pleasure 4. Marriage/forced marriage 5. Consent/FGM 6. Revenge porn <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p> <p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p>
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	<p>information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>L27. strategies to critically assess bias, reliability and accuracy in digital content</p> <p>L28. to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p> <p>Religion or belief</p> <p>Racism</p> <p>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</p>	<p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p>	<p>practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others <i>[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</i></p> <p>H10. 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</p>		<p>for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>Pregnancy</p> <p>Sexuality</p>	<p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>
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			<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination</p> <p>H19. 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>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle</p> <p>H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation</p>			
Yr11	<p>Recovery Curriculum. These sessions will be delivered during form time to recover learning lost due to Covid.</p>			<p>Careers- The world of work</p> <ol style="list-style-type: none"> 1. Health and safety at work 2. Work shift patterns and hours 3. Work and young people 4. Discrimination in the workplace <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>L1. to evaluate and further develop their study and employability skills</p>	<p>RSE ad Parenting</p> <ol style="list-style-type: none"> 1. Pregnancy options 2. The cost of a baby 3. Pregnancy and maternity 4. Parenting skills 5. Different modern families <p>H30. about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p>H31. that fertility can vary in all people, changes over</p>	<p>Relationships</p> <ol style="list-style-type: none"> 1. Good relationships 2. Online relationships 3. Pleasure 4. Marriage/forced marriage 5. Consent/FGM 6. Revenge porn <p>R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality</p> <p>R2. the role of pleasure in intimate relationships, including orgasms</p>

	<p>L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p>L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p>L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p> <p>Age Disability Gender Marriage Pregnancy Race Religion or belief Sex Sexuality</p>	<p>time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p>H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p>H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p> <p>R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p>R26. the reasons why people choose to adopt/foster children</p> <p>R27. about the current legal position on abortion and the range of beliefs and opinions about it</p> <p>Pregnancy Sexuality</p>	<p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary</p> <p>R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships</p> <p>R5. the legal rights, responsibilities and protections provided by the Equality Act 2010</p> <p>R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them</p> <p>R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed</p> <p>R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p>
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