

KING SOLOMON ACADEMY

PSHE Curriculum Overview



Within the curriculum

The framework is based upon the PSHE Programme of Study which was produced by the PSHE Association (© PSHE Association 2013) and its most recent update (September 2014). Edits were made by the tri- borough PSHE curriculum leaders and the final document was produced by King Solomon Academy for use in planning and delivering a specialist PSHE curriculum which tackles the relevant issues to the local community.

This curriculum will be delivered in three cycles via drop down mornings, assemblies, PKSA lessons and form times.

There are three core themes within which there will be broad overlap and flexibility:

1. Mental and Physical Health (Cycle 1)
2. Healthy Relationships (Cycle 2)
3. Citizenship (Cycle 3)

Early Years/ Foundation

| Mental and Physical Health | Healthy Relationships | Citizenship |
|--|--|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about where they live and belong and what they can do • about feelings and goals • about how they are improving • about basic hygiene <p>Pupils should:</p> <ul style="list-style-type: none"> • be aware of themselves and their skills • be able to set a target for themselves • be able to talk about growing • know how to keep themselves clean | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • who keeps them safe and how • about what is safe and unsafe • what friends are • who are special people and that everyone's are different • more about how people feel <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to talk about how to keep safe • be able to communicate their feelings to others, to recognise how others show feelings and how to respond • be able to talk about what makes a good friend • recognise how their behaviour affects other people • recognise similarities and differences in families | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about how to co-exist and be helpful • what accidents are • about rules for games and who makes them • how to contribute to the life of the classroom • to help construct, and agree to follow, group and class rules and to understand how these rules help them • that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • that they belong to various groups and communities such as family and school • what improves and harms their local, natural and built environments and about some of the ways people look after them • that money comes from different sources and can be used for different |

| Early Years/ Foundation | | |
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| Mental and Physical Health | Healthy Relationships | Citizenship |
| | | <p>purposes, including the concepts of spending and saving</p> <ul style="list-style-type: none"> • about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to say why we need rules and give some examples • understand about safe and unsafe places to play • be able to take part in a class vote • participate in co-operative learning games |

Infant School: Year 1

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|--|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How to tell how people are feeling • how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others • about their bodies and how they work • about the similarities and differences between boys and girls • more about what happens as things grow • that household products, including medicines, can be harmful if not used properly • about feeling worried <p>Pupils should:</p> <ul style="list-style-type: none"> • Be able to show some self-awareness • know how to keep themselves clean and how to brush their teeth effectively • be able to name the main parts of the body • be able to describe some elements of the growth cycle • know how to protect themselves | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about different types of friends , including grown-ups • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • about what happens when things get lost or change • about special memories <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to talk about good and not so good feelings • be able to talk about friends • begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings • be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends) | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • more about differences between fantasy and reality • about the environment • more about road safety and who helps us keep safe • more about other people's opinions and views <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to construct a simple survey • take part in a class recycling activity • understand the role of the emergency services |

Infant School: Year 2

| Mental and Physical Health | Healthy Relationships | Citizenship |
|--|--|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about what healthy people do. This should include learning about the benefits of rest and exercise. • more about parts of the body and how the body works • about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health • about babies and birth • about the process of growing from young to old • how people's needs change and responsibilities that increasing independence may bring • about what food is healthy <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to describe the components of a healthy day • be able to recognise what they like and dislike, and recognise that choices can have good and not so good | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about truth and lies , and more about diversity • more about teasing and bullying • that there are different types of teasing and bullying, that these are wrong and unacceptable • the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help • about when friendships break up, or people move away • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • that babies need care and attention (love) in order to calm them if they are | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about money and spending • rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety) • rules for safety in the environment (including rail, water and fire safety) • about safety online, the responsible use of ICT • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others • to identify and respect the differences and similarities between people • about a range of festivals • about where food comes from • be able to role-play simple financial transactions • share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |

Infant School: Year 2

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|---|-------------|
| <p>consequences</p> <ul style="list-style-type: none"> • be able to show understanding of key bodily functions | <p>upset</p> <ul style="list-style-type: none"> • to set simple but challenging goals • about who to talk to if they have concerns, questions or worries <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to show what constitutes a good friend • recognise what is fair and unfair, kind and unkind, what is right and wrong • know how to get help if something is wrong. • recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • understand about the feelings associated with this recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • know the difference between secrets and surprises and understand not to keep adults' secrets | |

Junior School: Year 3

| Mental and Physical Health | Healthy Relationships | Citizenship |
|--|--|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • how to deal with feelings, how to cope with pressure • what positively and negatively affects their physical, mental and emotional health (including the media) • about risks they may face • that bacteria and viruses can affect health and that following simple routines can reduce their spread • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • about critical thinking and decision making • about gender, growing and reproducing • about outdoor places and how to behave responsibly • about medicines and everyday drugs and how to deal with unhelpful pressure • school rules about health and safety, basic emergency aid procedures, where and how to get help | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about behaving responsibly • about extended families • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • about different roles in school • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to talk about feelings • be able to discuss issues for families living overseas • be able to describe how to deal with unhelpful pressure • be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy • about sources of products and Fairtrade • what being part of a community means, and about the varied institutions that support communities locally and nationally • about how community facilities work <p>Pupils should:</p> <ul style="list-style-type: none"> • show an understanding of the role of a school councillor • resolve differences by looking at alternatives, seeing and respecting others' points of view, making |

Junior School: Year 3

| Mental and Physical Health | Healthy Relationships | Citizenship |
|--|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> • know who they can talk to if they are beginning to feel pressured • be able to describe what risk is and how this may affect decisions • be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • be able to write about feelings • be able to ask for help or assistance | <ul style="list-style-type: none"> • recognise ways in which a relationship can be unhealthy and who to talk to if they need support | <p>decisions and explaining choices</p> <ul style="list-style-type: none"> • be able to debate about ethics • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing |

Junior School: Year 4

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|---|--|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • how their body will change as they approach and move through puberty • about the effects of smoking and how to make safe decisions • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) • about strong feelings and mood swings • about the emotional changes they may experience during puberty • about types of behaviour and their consequences <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to recognise changes to their own bodies • be able to describe the effects of smoking and how to make safe decisions | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about different types of relationships including friends and families, civil partnerships and marriage • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • about how it feels to lose someone • that their actions affect themselves and others • about the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ • about equal opportunities and their importance <p>Pupils should:</p> <ul style="list-style-type: none"> • understand that there are a variety of | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about how the media influences decisions • about sources of persuasion including the media • more about the local community • the importance of protecting personal information, including passwords, addresses and images • about what voluntary agencies do <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to hold a debate on a topical issue • be able to recognise some persuasive media tactics e.g. on television adverts • be able to explain what can be recycled in their “local” recycling bins • deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience |

Junior School: Year 4

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|---|-------------|
| <ul style="list-style-type: none"> • begin to understand the concept of a 'balanced lifestyle' • understand how they will begin to change • be able to give examples of right and wrong • recognise that their increasing independence brings increased responsibility to keep themselves and others safe | <p>relationships</p> <ul style="list-style-type: none"> • be able to judge what kind of physical contact is acceptable or unacceptable and how to respond • be able to demonstrate some basic techniques for resisting pressure • be able to identify who can help them with difficult feelings • be able to show understanding of difference including disability • recognise how images in the media do not always reflect reality and can affect how people feel about themselves • deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others | |

Junior School: Year 5

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about how their own lifestyle contributes to health • what is meant by the term 'habit' and why habits can be hard to change • about development from birth and specific body parts • which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • about alcohol, attitudes to drugs and making safe decisions in situations involving drugs • be able to name these parts and understand their function • be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations how to set goals and targets for themselves • about situations which could cause them personal risk | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • more about a range of issues that can affect families • about change, including transitions loss, separation, divorce and bereavement • about how to deal with bullies • how it feels to be excluded or discriminated against <p>Pupils should:</p> <ul style="list-style-type: none"> • be aware of some of the problems families/parents can face • be able to describe how it feels to be discriminated against | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) • about saving and spending • about how local democracy works • about the lives of people living in other places, and people with different values and customs • about images and stereotypes • about issues facing refugees, particularly in their local community • how they can work together to bring about change • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they |

Junior School: Year 5

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|-----------------------|--|
| <ul style="list-style-type: none"> that everyone has human rights, all peoples, all societies and that pupils have their own special rights set out in the United Nations Declaration of the Rights of the Child. that these universal rights are there to protect everyone and primacy over national law and family and community practices <p>Pupils should:</p> <ul style="list-style-type: none"> realise that human reproduction is an adult activity develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) | | <p>have fears for themselves or their peers</p> <p>Pupils should:</p> <ul style="list-style-type: none"> be aware of the need to challenge these appreciate the range of national, regional, religious and ethnic identities in the United Kingdom listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for |

Junior School: Year 5

Mental and Physical Health

Healthy Relationships

Citizenship

help)

Junior School: Year 6

| Mental and Physical Health | Healthy Relationships | Citizenship |
|--|---|--|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about taking on more personal responsibility • effects and risks of drugs and the consequences of use • that there is nothing that they should be afraid to ask about • that there are some cultural practices that are against British law and universal human rights such as female genital mutilation • about change, including transitions (between small schools), loss, separation, divorce and bereavement • about human reproduction <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to demonstrate how their actions affect others • be able to describe effects and risks, understand consequences of drug use and know where to go for help • be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about how to deal with conflicts as they arise • about handling moral dilemmas and when to tell • about how families behave • what is appropriate and inappropriate • about parenting and love • about aggressive behaviour <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to suggest strategies for handling conflict • be able to recognise and manage 'dares' • be able to recognise how "peer acceptance" may be influential in their actions and behaviours • show understanding through role-play or other • recognise that reaching positive solutions usually involves negotiation and compromise • recognise that they may experience conflicting emotions and when they might need to listen to their emotions | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • more about people in their community • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising' • learn about government and parliament • that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong <p>Pupils should:</p> <ul style="list-style-type: none"> • be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. • develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society) |

Junior School: Year 6

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>bullying; gang culture and possibly sexting</p> <ul style="list-style-type: none"> • have a range of coping strategies | <p>or overcome them</p> <ul style="list-style-type: none"> • be able to express what it means to be in charge • appreciate there are different types of love e.g. parental love, partner love, friendship love etc. • be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so • understand about bullying and racism | <p>through the payment of VAT)</p> <ul style="list-style-type: none"> • explore and critique how the media present information |

Middle School: Year 7

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|---|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of junior school learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence) the benefits of physical activity and exercise and the importance of sleep to recognise and manage what influences their choices about exercise the importance of balance between work, leisure and exercise what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) about ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations a knowledge of basic first aid and | <p>Pupils will learn:</p> <ul style="list-style-type: none"> the skills and develop the knowledge required to manage the transition to, and the expectations of, secondary education to recognise, clarify and if necessary challenge their own core values and how their values influence their choices to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) that relationships can cause strong feelings and emotions (including sexual attraction) the features of positive and stable relationships (including trust, mutual respect, honesty) and those | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to middle school) the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination the benefits of being ambitious and enterprising in all aspects of life about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skill <p>Pupils should:</p> |

Middle School: Year 7

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>life-saving skills about the positive and negative roles played by drugs in society (including alcohol)</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • recognise the importance of taking increased responsibility for their own personal hygiene • begin to recognise their personal strengths and how this affects their self-confidence and self-esteem • be able to plan for a ‘healthy week’ • consider what might influence their decisions about eating a balanced diet • begin to understand risk within the context of personal safety, especially accident prevention and road safety | <p>of unhealthy relationships</p> <ul style="list-style-type: none"> • about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) • the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up pupils • that different people have different relationships by critiquing for example television soap operas <p>Pupils should:</p> <ul style="list-style-type: none"> • consider the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) • recognise peer pressure and have strategies to manage both • be able to explain how they could work towards being safe online • further develop and rehearse the | <ul style="list-style-type: none"> • recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes • about 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 • be able to describe their preferred learning style |

Middle School: Year 7

| Mental and Physical Health | Healthy Relationships | Citizenship |
|----------------------------|---|-------------|
| | <p>skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise</p> <ul style="list-style-type: none"> • further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness • explore the range of positive qualities people bring to relationships • begin to understand that the media portrayal of relationships may not reflect real life • begin to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting') | |

Middle School: Year 8

| Mental and Physical Health | Healthy Relationships | Citizenship |
|---|--|---|
| <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about where they live and belong and what they can do • the purpose and importance of immunisation and vaccination • about cancer prevention, including healthy lifestyles, acknowledging that childhood cancer are rarely caused by lifestyle choices • that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) • about contraception, including the condom and pill (see also Relationships) • actual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse • to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • about the roles and responsibilities of parents, carers and pupils in families • how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement • about the difference between sex, gender identity and sexual orientation • about the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology • what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) • that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' • how to cope/deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement <p>Pupils should:</p> | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability • about different types of business, how they are organised and financed • about different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work • about ethical consumerism/investments • that there are risks associated with female genital mutilation (FGM), it is criminal act in the UK • that there are sources of support for themselves and their peers who they believe may be at risk or who may have already been subject to FGM <p>Pupils should:</p> <ul style="list-style-type: none"> • begin to assess and manage risk in relation to financial decisions that |

Middle School: Year 8

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>perceptions values and beliefs) including managing peer influence</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • be able to name local services where contraceptive advice is available • begin to understand the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke • begin to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns | <ul style="list-style-type: none"> • understand the importance of friendship and to begin to consider love and sexual relationships in this context • know that they have rights over their bodies and other people have no right to touch them in intimate places without their express consent • begin to consider different levels of intimacy and their consequences • acknowledge the right not to have intimate relationships until ready • begin to recognise that there is diversity in sexual attraction and developing sexuality • begin to understand what expectations might be of having a girl/boyfriend • begin to understand the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so • recognise when others are using inappropriate persuasion, and coercion and how to respond • begin to understand about readiness | <p>young people might make</p> <ul style="list-style-type: none"> • explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments) |

Middle School: Year 8

| Mental and Physical Health | Healthy Relationships | Citizenship |
|----------------------------|---|-------------|
| | for sex and the benefits of delaying sex (or any level of sexual contact) | |

Middle School: Year 9

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> that not everything they see is a true reflection e.g. media treatment of photographs (Photoshop) about the safe use of prescribed and over the counter medicines the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' about how to access local health services <p>Pupils should:</p> <ul style="list-style-type: none"> consider how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self begin to understand about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it be able to give some reasons about how illegal drug use may affect | <p>Pupils will learn:</p> <ul style="list-style-type: none"> to understand the importance of friendship and to begin to consider love and sexual relationships in this context that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable) consent is something that should only be given freely; that the seeker of consent is responsible for ensuring that consent has been given freely. They should also learn that if consent is not given or it is withdrawn, that decision should always be respected. about contraception, including the condom and pill and the importance of communication and negotiation in condom use <p>Pupils should:</p> <ul style="list-style-type: none"> consider different levels of intimacy and | <p>Pupils will learn:</p> <ul style="list-style-type: none"> 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 about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling about laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) |

Middle School: Year 9

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>peoples lives e.g. physically, emotionally, legally, financially etc.</p> | <p>their consequences</p> <ul style="list-style-type: none"> • acknowledge the right not to have intimate relationships until ready • that marriage is a commitment entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable • understand what expectations might be of having a girl/boyfriend • begin to recognise that there is diversity in sexual attraction and developing sexuality • begin to understand about the emotional aspects of relationships • recognise when others are using inappropriate persuasion, and coercion and how to respond • about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice | <ul style="list-style-type: none"> • about the potential tensions between human rights, British Law and cultural and religious expectations and practices • about the support services available should they feel or believe others feel they are being abused and how to access them • about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) • to recognise and maximise their achievements <p>Pupils should:</p> <ul style="list-style-type: none"> • begin to consider different work roles and career pathways, including clarifying their own early aspirations • recognise when issues linked to money may become problematic • recognise bullying and abuse in all its forms (including prejudice-based |

Middle School: Year 9

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| | | <p>bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <ul style="list-style-type: none">• be aware of the choices available to them at the end of middle school, sources of information, advice and support, and the skills to manage this decision-making process |

Upper School: Year 10

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others about the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) about sexually transmitted infections (STIs), including HIV/AIDS that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age about the options open to people who are not able to conceive how lifestyle choices affect a foetus <p>Pupils should:</p> <ul style="list-style-type: none"> make effective use of constructive | <p>Pupils will learn:</p> <ul style="list-style-type: none"> strategies to manage strong emotions and feelings about parenting skills and qualities and their central importance to family life (including the implications of young parenthood) about the concept of consent in relevant, age-appropriate contexts building on middle school about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in middle school about impact of domestic abuse (including sources of help and support) about the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) about the information, advice and guidance available to them and how to access it about confidentiality in the workplace, when it should be kept and when it might need to be broken <p>Pupils should:</p> <ul style="list-style-type: none"> evaluate their own personal strengths and areas for development and to use this to inform goal setting take full advantage of any opportunities for work experience that are available recognise how their strengths, |

Upper School: Year 10

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>feedback and differentiating between helpful feedback and unhelpful criticism</p> <ul style="list-style-type: none"> begin to develop strategies for managing mental health including stress, anxiety, depression, self harm and suicide, and sources of help and support take increased responsibility for monitoring their own health (including testicular and breast self-examination) know how to protect themselves and others from infection and how to respond if they feel they or others are at risk know where and how to obtain health information, advice and support (including sexual health services) | <p>them</p> <ul style="list-style-type: none"> how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity <p>Pupils should:</p> <ul style="list-style-type: none"> understand the characteristics and benefits of positive, strong, supportive, equal relationships understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help managing changes in personal relationships including the ending of relationships develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs, and how to | <p>interests, skills and qualities are changing and how these relate to future employability</p> <ul style="list-style-type: none"> further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) examine attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’) endeavour to develop their career identity, including how to maximise their chances when applying for education or employment opportunities |

Upper School: Year 10

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| | <p>respond</p> <ul style="list-style-type: none"> • be able to access such organisations and other sources of information, advice and support • consider how to seek consent to engage in different degrees of sexual activity • ascertain and respect others’ right to agree or withhold consent to engage in different degrees of sexual activity • recognise when others are using manipulation, persuasion or coercion and how to respond • understand and respect others’ faith and cultural expectations concerning relationships and sexual activity • be able to assess readiness for sex | |

Upper School: Year 11

| Mental and Physical Health | Healthy Relationships | Citizenship |
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| <p>Pupils will learn:</p> <ul style="list-style-type: none"> to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes about checking themselves for cancer and other illnesses, including knowing what to do if you're feeling unwell and checking for signs of illness about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel) the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke how to recognise and follow health and safety procedures <p>Pupils should:</p> | <p>Pupils will learn:</p> <ul style="list-style-type: none"> 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) the reasons why parents choose to adopt or to place pupils for adoption about abortion, including the current legal position and the range of beliefs, opinions and myths about it that fertility decreases with age to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) to recognise the impact of drugs and alcohol on choices and sexual behaviour about the value of assertive behaviours and practice the skills | <p>Pupils will learn:</p> <ul style="list-style-type: none"> about harassment and how to manage this (including the workplace) about the range of opportunities available to them for career progression, including in education, training and employment to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms) their consumer rights and how to seek redress <p>Pupils should:</p> <ul style="list-style-type: none"> think critically about extremism and intolerance in whatever forms they take (including the concept of "shame" and honour based violence) recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern |

Upper School: Year 11

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| <ul style="list-style-type: none"> • be aware of health risks and issues related to this, including cosmetic procedures • understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns • consider the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle • know how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts • know how to overcome worries about seeking help and being an assertive user of the NHS | <p>needed</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • consider the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support • recognise the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support) • further develop the skills needed to manage unwanted attention in a variety of contexts (including harassment and stalking) <p>understand the pernicious influence of gender double standards and victim blaming</p> | <ul style="list-style-type: none"> • be provided with opportunities to develop their CVs; practice completing application forms; practice interview skills. • consider changing patterns of employment (local, national, European and global) • be critical consumers of goods and services (including financial services) and recognise the wider impact of their purchasing choices |