

Curriculum Area: PSHE

Overview 2022-23



Sapere Aude

Personal, Social, Health & Economic (PSHE) Education

‘The Bishop’s’ PSHE education aims to help students to develop the knowledge, skills and attributes they need to manage many of the **opportunities, challenges and responsibilities** they will face as they mature into adulthood. It intends that students are taught how to stay safe, be healthy and build **self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at ‘The Bishop’ can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.

The overarching concepts for PSHE at ‘The Bishop’ are:

1. Physical health and mental wellbeing
2. Relationships and sex education
3. Living in the wider world

The very nature of PSHE is that it is not an exam subject. Topics covered in PSHE lessons do not have formal GCSE qualifications; however assessment for learning opportunities are built in and are also enhanced with self-evaluation and reflective chances. All students at ‘The Bishop’ have an hour of PSHE each week.

Evidence suggests that effective PSHE programmes address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and improved emotional and mental health. The skills and attributes developed throughout PSHE education are also shown to increase academic attainment and attendance rates, particularly among students from disadvantaged socio-economic backgrounds. This in turn improves employability and boosts social mobility

The PSHE curriculum at ‘The Bishop’ will positively impact **wellbeing, safeguarding** and **SMSC outcomes**; ensuring that all students are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Year 7 Overview

	Unit 1 – Living in the Wider World (1)	Unit 2 – Living in the Wider World (2)	Unit 3 – Relationships and Sex	Unit 4 – Relationships and Sex	Unit 5 – Health and Wellbeing (1)	Unit 6 – Health and Wellbeing (2)
1	What is PSHE ?	How can I successfully manage my money? The importance of budgeting .	Bullying or banter – what is and what isn't acceptable?	Puberty – what can I expect, what's normal and why does it happen?	What is online radicalisation and why is it a problem?	What are the consequences of not living healthily?
2	How can we be aspirational students and reach our full potential?	Safer Gambling week. Games : What, When and How.	How can I maintain genuine friendships and avoid toxic ones?	Periods , the menstrual cycle and PMS – what do I need to know?	Safer Gambling Lesson The Gaming Industry Is eSports a positive career choice?	How can I commit to a healthy life ? Living a healthy, active life and exercising.
3	Why do we need self-esteem and how do we build it up?	Safer Gambling week. What are the risks ?	Families – what are the different types and does it matter what kind of family I have?	FGM – what is it, why is it so serious and what can we all do to help?	Safer Gambling week. Does gaming promote gambling ?	What's the big deal about energy drinks ?
4	What are needs and wants and why are the differences important?	How can I successfully manage my money? Creating a personal budgeting plan .	What about romance, love, new feelings and teen relationships ?	What does it mean to be a British Citizen ? Researching and presenting our multiple personal identities.	What do we mean by a 'healthy lifestyle' ? Healthy Living Introduction	Why is smoking so bad for us and why must we try to avoid second hand smoke ?
5	Prejudice and Discrimination: What is racism and stereotyping ?	How can I successfully manage my money? Savings, loans and interest rates .	How can we prevent online bullying ?	What are the British Values and why are they important?	How can I keep a balanced diet ? Healthy meals, food groups and nutrition.	How can we keep good mental health and recognise symptoms of depression ?
6	Why must we be so careful with social media ?	How can I successfully manage my money? Using the right financial products for you.	How can we keep safe and positive relationships ?	Safer Gambling week. Probability and Luck Do people understand the probability of certain events.	How do I know if I'm eating healthily? Reading our food labels and recognising dangers	Emotional Literacy – How can I control my anger ?
7	Why should we make Ethical Financial Decisions ?	How can I successfully manage my money? Making and checking transactions				Body Image – How does the media effect your self-esteem ?

Year 8 Overview

	Unit 1 – Health and Wellbeing (1)	Unit 2 – Relationships and Sex (1)	Unit 3 – Health and Wellbeing (2)	Unit 4 – Relationships and Sex (2)	Unit 5 – Living in the Wider World (1)	Unit 6 – Living in the Wider World (2)
1	How can boosting our self-confidence boost our achievement ?	Why are xenophobia , racism and extreme nationalism so dangerous to Britain?	Smoking and vaping – is smoking really that bad and is vaping ok?	What is consent and why is it so important we learn about it?	How are Disabled People Portrayed in the Media?	Income and expenditure: What is credit and debit ?
2	How can I improve on my skills and behaviour ? Analysing and planning my personal development .	Who are the different extremist groups and what are their beliefs?	What exactly is cancer ? Is there anything we can do to prevent it?	What are the different types of contraception + how do we use them?	What are LGBT rights like across the world?	Income and expenditure: What is national insurance and income tax ?
3	How can I manage my behaviours to achieve my targets?	Cults, religions and their leaders -What makes them different?	What do we need to know about personal safety and first aid ?	How can porn be dangerous?	How is the media prejudice towards teenagers and what impact could this have?	How are public taxes raised and spent by government, locally and nationally?
4	Emotional Literacy – Why is self-awareness and sensitivity important?	How can religious leaders be really dangerous?	Teenage pregnancy – what issues do young parents face?	Why do I need to know about ‘ sexting ’ and image sharing ?	Online safety : What is online grooming and how can we recognise the warning signs?	Income and expenditure: What is budgeting and saving and how can I budget and save?
5	What is mindfulness ? How can it help us with our mental health ?	Islam and Sharia Law – what do Muslims really think?	Alcohol and drinking – what are the effects of drinking too much alcohol?	What are the different STIs ? How can we keep good sexual health ?	The Environment – how is it changing, should we worry and what can be done?	What does it mean to be an entrepreneur ?
6	Online safety – What is the difference between positive and unhealthy attention ?	How can we prevent radicalisation and extremism ?	Gambling and addiction – what are the risks associated with gambling?	Why do some men and boys have issues with their body image ?	The workplace – How do we work together to combat bullying ?	Teamwork – why is this an essential life skill and what are the benefits?
7	Safer Gambling week: Why do people gamble ?	Gambling and gaming – the blurred lines between gambling and gaming				Why are good communication skills so important?

Year 9 Overview

	Unit 1 – H and W (1) – Achieving with Good Mental Health	Unit 2 – RSE (1) – Healthy Relationships	Unit 3 – H and W (2) – Our Health and Personal Safety	Unit 4 – LWW (1) – Preparing for the Wider World - Careers	Unit 5 – LWW (2) – Preparing for the Wider World - Finance	Unit 6 – LWW (3) – Rights and Responsibilities
1	What are our classroom rules and why do we need them to succeed?	Child on child – cyber bullying	Why must we be so careful with alcohol ?	Personal Safety : Why are acid attacks increasing and what can we do if we see one?	How can we keep financially savvy and avoid debt ?	Who are UNICEF how do they help enforce Human Rights for children?
2	Human Rights focus – why can't some children gain an education ?	What are sex and gender ? How can we use the correct language ?	How dangerous are drugs and what are the different types ?	Personal development planning – How can I take control of my future ?	How can I successfully manage my money ? Accounts, savings, loans and financial organisations.	Human Trafficking and Modern Slavery – How are these still happening?
3	What are interpersonal skills and why do we need them?	LGBTQAI+ What does this stand for and what do we need to know about it?	Drugs, risks and the law – what do I need to know?	Why are work skills, enterprise skills and the work environment important?	Options	How do we recognise Child Sexual Exploitation and how easily can this happen?
4	The Equality Act 2010 - How are we protected from discrimination ?	Why is it important we learn about Sex, Gender and Trans identity?	Responsible health choices : What about vaccinations, blood + organ donation, stem cells + hygiene?	Careers speaker – liaison with KBR	Can you have British values and religious views that aren't Christian?	What is Genocide ?
5	What is a ' Growth Mindset ' and how can having one help us achieve and be successful?	How can we recognise and prevent developing eating disorders ?		Employability – Applying and preparing for the world of work . What makes someone employable?	Domestic abuse – how can we tell the difference between healthy and abusive relationships?	How and why does the UK help people in other countries?
6	How can we keep good mental health and cope successfully with stress ?	How can we keep good mental health and a positive body image ?	Does gaming simulate gambling ?	Enterprising people : What are their characteristics and suitable qualities for the workplace?	Consumers and the Law – what are my rights ?	What is sustainability and how can we personally live in a more sustainable way?
7	How can we keep good mental health and cope successfully with anxiety ?	Peer pressure – why is it so powerful and how can we overcome it?				How does the law deal with young offenders ?

Year 10 Overview

	M1 – Health and Wellbeing (1) – Living responsibly	M2 – Living in the Wider World (1)	L1– Living in the Wider World (2)	L2 – Health and Wellbeing (2) – Mental Health	P1 – Relationships and Sex (1)	P2 – Relationships and Sex (2) - Diversity
1	Time management – How can I organise myself to succeed?	CV workshop How to build a CV.	Fake news – what is this, why does it exist and how can we spot it?	What is racism and why is it wrong?	Work Experience reflection	What is ‘Revenge Porn’ ? Social media, image sharing and the law.
2	How can we live more sustainably and reduce our carbon footprint ?	Screen time – How much is too much and why does it matter?	Peer on Peer: Part 1 Peer on Peer abuse – what is it, what can we do about it?	Terrorism and Holy War: What do Christianity and Islam teach about this?	What is social anxiety and how can it be managed?	Stalking and harassment: what are these? How does the law protect us?
3	Homelessness – what leads to this situation and why is it on the increase?	Working towards rewarding careers: how can English + STEM subjects help us?	Peer on Peer: Part 2 Peer on Peer abuse – what is it, what can we do about it?	How can we manage tough times: change, grief and bereavement?	Anti-bullying Ambassadors Celebrating Diversity – Mentor led project.	Why do some people have same-sex relationships and what is it like to be in one?
4	What is community cohesion and why is it important?	Career Planning: How do I choose a career that’s right for me?	Work Experience – ACW Employers Apprenticeship talk for PSHE session	Suicide – why do people do this and what are the warning signs?	Social media , the pressure of life online + keeping up with other people	Being a new parent – what is this like and why can it be so challenging?
5	County Lines - What is this and how are young people being exploited?	How do rights and responsibilities affect us in the workplace ?	British <u>Values</u> : How does our Criminal Justice System work?	Work Experience Logbook Preparation <u>How</u> can I make the most of my Work Experience ?	Conflict Management: how can we manage and resolve conflict safely?	Teenage Pregnancy
6	What is ‘Hate Crime’ and why does it happen?	Safer Gambling week: Advertising and Marketing	Anti Social Behaviour: Why do people do it and what are the consequences?	Forced and arranged marriages: what do we need to know?	How and why do role models influence us and is this always a good thing?	Why is it important we learn about Sex, Gender and Trans identity ?
7	Do we need to worry about body piercings and tattoos ?	Why do we still need an International Women’s Day ?				Sexism and gender prejudice – what <u>is</u> it and is it still such an issue today?

Year 11 Overview

	M1 Unit 1 – Health and Wellbeing (1) – Living responsibly	M2 Unit 2 – <u>Living in the Wider World (1)</u>	L1 Unit 3 – <u>Health and Wellbeing (2) – Mental Health</u>	L2 Unit 4 – <u>Relationships and Sex (1)</u>	P1 Unit 5 – Living in the Wider World (2)
1	Why is PSHE important?	How can I successfully revise and prepare for my exams?	Screen time – How much is too much and why does it matter?	What is body shaming , is it bullying and why do people do this?	How is plastic damaging our environment and what can we do about it?
2	How can we celebrate diversity ? Exploring our unique identities .	Why is gambling so addictive and how do online gambling sites hook us in?	Perseverance + procrastination : why is the ability to persevere an essential life skill?	What different types of relationships and sexualities are there?	What is multiculturalism and what do we gain from this?
3	How does privilege affect us?	Why is it important we spend time researching courses and institutions in depth before we apply?	Why is it important to rest and get enough sleep ?	Consent, rape and sexual harassment – how can we establish clear sexual boundaries?	What is right-wing extremism and why is this on the increase?
4	Body Positivity – is this always a good thing or does it promote health issues?	How can we prepare for adult life ? Working, studying and living independently.	What are positive and negative ‘risks’ and how can we make better decisions?	What makes ‘good sex’ and is it best to wait for someone you care about?	The Dark Web – What is it and what do we need to know?
5	What do we need to know about fertility and our reproductive health ?	How can we successfully prepare for a job interview ?	Why is my digital footprint important?	What do we mean by when we talk about ‘safe sex’ and what is ‘chem sex’ ?	Internet Safety : How can we protect ourselves from fraudsters and scams ?
6	What do we need to know about fertility and our reproductive health ?	Why is Health and Safety in the workplace essential?	Why is it important I keep myself and my friends safe ?	Why is happiness and positivity so important to our health?	How is plastic damaging our environment and what can we do about it?
7	What is CPR ? How do we perform this and find sources of life-saving help?	How can trade unions protect employees?			

Year 12 Overview

	Unit 1 – Health and Wellbeing (1)	Unit 2 – Relationships and sex education (1)	Unit 3 – Living in the Wider World (1)	Unit 4 – Living in the Wider World (2)	Unit 5 – Living in the Wider World (2)	Unit 6 - Living in the Wider World (2)
1	Mental Health & Stress How can we keep good mental health and cope successfully with stress?	Festivals, Clubbing and Drugs What do I need to know about festivals, parties, clubbing and drugs?	Employability Skills and Computer Literacy What are employability skills?	Plagiarism What is plagiarism?	Cultural Appropriation What is cultural appropriation and how can this be offensive?	Payday Loans Payday loans – what are these and why can they be so risky?
2	Sexual Health How do I take responsibility for my sexual health & access advice and treatment?	Coercive-Controlling relationships What can we all do to help?	Researching Different Jobs using Unifrog Which jobs suit your own individual personality, skills & attributes?	Careers in English What careers use English?	Feminism What is cultural appropriation and how can this be offensive?	Social Justice What is social justice?
3	Class A Drugs Can anyone end up addicted to these? How?	Date Rape How do date rape and sexual assault happen and how can we report it?	Apprenticeships What are the different types of apprenticeships and why might they suit me?	Careers in Maths What careers use Maths?	Free speech, Hate speech Why do we have hate speech laws in the UK?	Female genital Mutilation (FGM) What is FGM and why is it so serious?
4	Class B Drugs What are these and why are they so dangerous?	Honour-Based Violence What is honour-based violence and why is it still happening today?	Problem-solving skills What is problem-solving and why do we need these skills	Careers in Science What careers use Science?	Gender What are sex and gender? How can we use the correct language?	Racism, Media, and CRT Is racism on the increase in western society?
5	Mindfulness, Body Image How can we keep good mental health and recognise symptoms of depression?	Unplanned Pregnancy & Miscarriage What do we need to know about unplanned pregnancies & miscarriage?	Literacy & Numeracy skills Why are literacy and numeracy skills important to employers?	Personal Statements What do we mean by the term ‘personal statement’?	Internet Subcultures What are internet subcultures? How can these be extreme or dangerous?	Tolerating Intolerance Should we tolerate intolerance?
6	Class C Drugs Why do people misuse prescription drugs & what are the consequences?	Toxic Masculinity What does it mean to be a good man?	Applications & Personal presentation Why is it so important that employers see the best possible ‘us’?	Writing Personal Statements What makes a good personal statement?	Gangs What are gangs and why are they an issue?	Gangs What are gangs and why are they an issue?
7	Cosmetic Surgery What are the risks of Cosmetic Surgery and Surgical Enhancements?	Good Sex What makes ‘good sex’ and is it best to wait for someone you care about?				Work Experience

Year 13 Overview

	Unit 1 – Health and Wellbeing (1) M1	Unit 2 – Living in the Wider World (1) M2	Unit 3 – Relationships and sex education (1) L1	Unit 4 – Living in the Wider World (2) L2	Unit 5 – Living in the Wider World (2) P1
1	Climate Change What is climate change? Are we doing enough to stop its progress?	Getting into your top choice University (PIXL) How can I get into my first choice University?	Culture wars and media influence Are we really in the middle of a 'Culture War'?	Finance: renting vs buying What do we need to know about renting and buying?	Exam Skills/Revision
2	Toxic and positive masculinity What does it mean to be a good man?	Employability skills What are employability skills?	Callout culture What is 'call-out culture', 'cancelling' and 'online-shaming'?	Student Finance What financial support is available to me for university?	Exam Skills/Revision
3	Emotional wellbeing What affects our mental health as we grow into adulthood?	Study Skills How can I develop my study skills to help reach my full potential?	Online subcultures and extremism What are internet subcultures?	Pensions and retirement Why do I need to know about pensions at my age?	Exam Skills/Revision
4	Drugs, festivals and parties What do I need to know about festivals, parties, clubbing and drugs?	Personal Statements What do we mean by the term 'personal statement'?	Sex and media How accurate are media representations of sexuality and relationships?	Leadership skills Why do we need leadership skills?	External Exams
5	Mental Health How can different life events and circumstances affect our mental health?	Writing Personal Statements What makes a good personal statement?	Sex: readiness and encounters When is the right time to have sex in a new relationship?	Problem solving What is problem-solving and why do we need these skills?	
6	Sexual Health: STIs How do I take responsibility for my sexual health & access advice and treatment?	Personal statements: extra-curricular activities How can we include our extra-curricular activities?	Controlling relationships What are coercive and controlling relationships?	Study Skills How can I develop my study skills further in preparation for my exams?	
7	Healthy Diets How can we maintain a healthy BMI?	Apprenticeships What are the different types of apprenticeships and why may they suit me?			

Physical health and mental wellbeing		When Covered				
Topic (DfE statutory wording)	Skill (summarised from PSHE Association)	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Mental wellbeing						
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	KS3 H2: personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem	M1, L1, P1, P2	M1	L1	L1	L1
That happiness is linked to being connected to others	KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment	M1, L1, P1, P2	M1, L1	M2, L1	L1	L1, L2
How to recognise the early signs of mental wellbeing concerns	KS3 H6: causes / triggers for unhealthy coping strategies: selfharm and eating disorders; recognising when they or others need help, sources of help / strategies for access			M2	L2	
	KS4 H4: traits of emotional / mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)	M1, L1, P1, P2	M1	M1	L2	L2
Common types of mental ill health (e.g. anxiety and depression)	KS4 H4: traits of emotional / mental health and the causes, symptoms and treatments of some mental and emotional health disorders (stress, anxiety and depression must be covered)	P1		M2	L2	
How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	KS4 H2: effective use of constructive feedback - differencee between helpful feedback and unhelpful criticism	M1, L1, P1, P2	M1, L1	M2, L1	L1	L1

	KS4 H3: strategies for managing mental health - stress, anxiety, depression; a broad range of strategies for promoting own emotional wellbeing	M1, L1, P1, P2		M1	L1	L1
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies	M1, L2, P2 HL	M1, HL	HL	HL	HL
Internet safety and harms		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	KS3 H18: how media presents young people; recognising impact on body image and health issues from this	M1	M1, L2, P1			M1, L2
	KS4 H10: Recognising and managing feelings about/ influences of body image and media's portrayal of idealized / artificial body shapes		M1			M1
	KS3 L18: to assess and manage risk in relation to financial decisions that young people might make	M1, M2	P2	P1	M2	M2
	KS3 L19: gambling (including on-line) and consequences, why people gamble, and gambling industry influence. Managing pressure or influence to gamble and accessing support	M2, L1, L2, P2	M2			
	KS3 L20: social and moral dilemmas about money	M1, M2	M2, P2	P1	M2	M2
	KS4 L20 recognising / managing influences on their financial decisions, (risk, planning expenditure, understanding debt / gambling); to access support financial decision-making and concerns				M2	M2

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	KS3 R28: Recognise bullying / abuse / prejudice in all its forms (including online abuse, exploitation and trafficking) and to have the skills / strategies to manage being targeted or witnessing others being targeted	L1	M1, L1, P1	L1		
	KS4 R19: managing unwanted attention in a variety of contexts (including harassment and stalking)	M1	L2		P2	L1, P1
	KS4 L7: recognising social media can also distort situations or issues; narrow understanding and appear to validate narrow views				P1	L1, P2
	KS4 L8: the legal / personal risks associated with sharing intimate images of others and strategies for managing this		L2		P2	L1, P3
Physical health and fitness		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	KS3 H5: mental and emotional health, strategies for managing it; range of healthy coping strategies studied	M1, L2, P2, HL	M1, HL	HL	HL	HL
	KS4 H3: strategies for managing mental health (stress, anxiety and depression); broad range of strategies for own emotional wellbeing	L2, HL	HL	HL	HL	HL
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	KS3 H15: importance of and strategies: maintaining balance between work, leisure and exercise	L2, HL	L1, HL	HL	HL	HL
as about the science relating to blood, organ and stem cell donation**				L1		
Healthy eating		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
	KS3 H16: what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)	HL	HL	HL	HL	HL

how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	KS3 H17: what might influence their decisions about eating a balanced diet	HL	HL	HL	HL	HL
Drugs alcohol and tobacco		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	KS3 H25: facts about legal / illegal substances, alcohol (including current government recommendations), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis	P1	L1	L1		
	KS4 H15: short / long-term consequences of substance use / misuse for the health and mental / emotional wellbeing of individuals, families / communities, health risks of second-hand smoke		Sci	L1		
the law relating to the supply and possession of illegal substances	KS3 H26: law : supply, use and misuse of legal / illegal substances		L1	L1	L1	
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke	P1	L1, Sci	L1	M1	
the physical and psychological consequences of addiction, including alcohol dependency	KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction'	L2	L1, Sci	L1	M1	
awareness of the dangers of drugs which are prescribed but still present serious health risks	KS3 H29: Safe use of prescribed and over counter meds		L1	L1		
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	KS3 H28: personal / social risks / consequences of substance use and misuse, benefits of not drinking alcohol benefits of not smoking / not harming others with second-hand smoke		L1	L1		

	KS3 H31: accessing local health services and sources of support: smoking cessation services or if concerned about own / others' alcohol or substance use		L1	L1		
Health and prevention		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	KS3 H9: Ways / importance of taking increased responsibility own physical health and personal hygiene	HL	HL	HL	HL, Sci	HL
	KS3 H10: Purpose / importance of immunisation and vaccination	M1, P2			Sci	
	KS4 H7: Taking increased responsibility for maintaining and monitoring own health	HL	HL	HL	HL, Sci	HL
about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**	KS3 H16: a balanced diet and its benefits	L2, HL	HL	HL	HL	HL
	KS3 H9: ways / importance of taking increased responsibility own physical health and personal hygiene	L2, P1				
the benefits of regular self-examination and screening	KS3 H32: cancer and prevention: healthy lifestyles and testicular self-examination (upper ks3), that childhood and adolescent cancers are rarely caused by lifestyle		L1			
	KS4 H18: checking for cancer (testicular and breast self-examination) and other illnesses, knowing what to do if they are feeling unwell; strategies to overcome worries - a confident user of the NHS				SDI	
The facts and science relating to immunization and vaccination	KS3 H9: ways / importance of taking increased responsibility for own physical health / personal hygiene					
	KS3 H10: the purpose and importance of immunisation and vaccination			L1	Sci	
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	KS3 H13: physical activity / exercise benefits and importance of sleep		M1	M1		L1

Basic first aid		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Basic treatment for common injuries	KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)		L1		PE	PE
Life-saving skills, including how to administer CPR	KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)		L1			M1
The purpose of defibrillators and when one might be needed	KS4 H13: Finding sources of emergency help / how to perform emergency first aid, cardio-pulmonary resuscitation (CPR)					M1
Changing adolescent body		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
key facts about puberty, the changing adolescent body and menstrual wellbeing	KS3 H7: Managing growth / change as normal aspect of growing up (consolidation and reinforcement of Key Stage 2 learning for puberty, human reproduction, pregnancy / physical / emotional change in adolescence)	M1, P2, SDI, Sci				
the main changes which take place in males and females, and the implications for emotional and physical health		M1, P2, SDI				
Relationships and sex education		When Covered				
Topic (DfE statutory wording)	Skill (summarised from PSHE Association)					
Families		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
That there are different types of committed, stable relationships.	KS3 R8: Different types of relationships: those within families, friendships, romantic / intimate relationships / factors that can affect these (age, gender, power and interests)	SDI		M2	P2	L2
	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	L1				

How these relationships might contribute to human happiness and their importance for bringing up children	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	L1				
what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	L1			RS	
why marriage is an important relationship choice for many couples and why it must be freely entered into	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion				RS	
the characteristics and legal status of other types of long-term relationships	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion				RS	L2
the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	L1			RS	
	KS3 R11: Roles / responsibilities of parents, carers / children in families	L1			RS	
	KS4 R4: Parenting skills / qualities and central importance to family life (including the implications of young parenthood; making informed choices about parenting inc breastfeeding)		L1		P2, RS	
how to: determine whether other children, adults or sources of information are trustworthy: judge when a	KS3 R29: Support services available for themselves and others in unhealthy relationship and how to access them	L1				

family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	KS4 R7: Awareness of exploitation, bullying, harassment, controlling relationships (including unacceptability of physical, emotional, sexual abuse in teenage relationships, including in group settings such as gangs). Skills and strategies to respond / access support	L1	M1, L1, P1	L1	L1	L1
Respectful relationships, including friendships		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	L1, SDI	L1, SDI			
	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships			SDI	SDI	M1, P1
practical steps they can take in a range of different contexts to improve or support respectful relationships	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace			M1, SDI	SDI	
	S3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	L1, SDI	L1, SDI	M1		
	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships	SDI	SDI	SDI	SDI	
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	S3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	L1	L1	M2	L2, P2	
	KS4 R2: the characteristics and benefits of positive, strong, supportive, equal relationships		M2	M1		
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in	KS4 R20: to understand and respect others' faith and cultural expectations concerning relationships and sexual activity	P2			L2	M1, L2, P1

positions of authority and due tolerance of other people's beliefs	KS4 L2: about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace		M2, P1	M2		
	KS3 L3: Similarities, differences /diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation. Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities		M2	M2		
	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations			M1		
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations	L1	M2, L1	L1	L1	L1
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.			P1, P2	SDI	L2
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support			P1, P2	SDI	L2
what constitutes sexual harassment and sexual violence and why these are always unacceptable	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.			P1	L2, P2, SDI	L2
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support				SDI	L2

the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace			M1, M2, P2	L2	
	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.			M1	L2, P2	L2
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support			P2		L2
Online and media		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images)	L1	M1, L1	L1	P2	
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy	L1	M1	L1		
	KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these				P2	
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	KS3 R38: how sharing of explicit images may constitute serious criminal offence	L1	L2	L1		
	KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy	L1	L2, P1			
	KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these				P2	

what to do and where to get support to report material or manage issues online*		ACW	ACW	ACW	ACW	ACW
the impact of viewing harmful content	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn)	L1	P2			
	KS4 R14: sex in the media / mpact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)					P1
that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn)	L1	L2, P2	M2		
	KS4 R14: sex in the media / mpact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)				P2	P1
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	KS3 R38: when / how sharing of explicit images may be serious crime	L1	L2, P1	L1		
how information and data is generated, collected, shared and used online	KS3 L17: Protecting own and others' reputations; r 'on-line presence': personal 'brand' how this can be enhanced or damaged	M2	M1			L1
Being Safe		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	KS3 R19: consent and law (legal age of consent for sexual activity, the legal definition, responsibility in law for the seeker of consent to ensure that consent given)	L1, P2, SDI	P1, SDI	P2, SDI		
	KS4 R8: consent in relevant, age-appropriate contexts				SDI	L2

	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion	L1			RS	
	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.				M1, P2	L2
	KS4 R9: impact of domestic abuse (where to go for help and support)			P1		
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	KS3 R20: seeking the consent / be sure that consent has been given; to assertively withhold or withdraw consent	SDI	SDI	SDI		
	KS4 R15: seeking consent / respecting others' right to give, not give or withdraw consent for all types of sexual activity				SDI	L2
Intimate and sexual relationships, including sexual health		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	KS3 R5: strong feelings and emotions in relationships (inc sexual attraction)	SDI	SDI	SDI		
	KS4 R2: traits / benefits of positive, strong, supportive, equal relationships				SDI	
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	KS3 R15: Different levels of intimacy / consequences	P2	SDI	SDI		
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women	KS4 R27: Fertility levels can vary; can be damaged by STIs and decrease with age			SDI	SDI	M1

that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	KS3 R30: Peer pressure / strategies to manage it; recognise 'group think' and strategies for managing it			M2, SDI	SDI	
that they have a choice to delay sex or to enjoy intimacy without sex	KS3 R16: respect the right not to have intimate relationships until ready	P2, SDI	SDI	SDI		
	KS3 R17: readiness for sex and the benefits of delaying this		SDI	SDI		
	KS4 R21: assess readiness for sex				SDI	
the facts about the full range of contraceptive choices, efficacy and options available	KS3 R21: Contraception (condom pill, more) / communication / negotiation skills for contraceptive use in healthy relationships		L2	SDI		
The facts around pregnancy including miscarriage**	No coding given at time of writing				P2	
that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	KS4 R24: why parents choose to adopt/foster or to place children for adoption/fostering				P2	
	KS4 R25: abortion, current legal position / range of beliefs and opinions				P2	
	KS4 R26: help / support for unintended pregnancy, the possible physical and emotional reaction / responses - and where to go for accurate, impartial advice / support		L1		P2	
how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	access / correct use of contraception and emergency contraception, negotiating condom use		L2	SDI	SDI	

about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	KS3 H12: How STIs are spread and that barrier contraceptives offer some protection against this	P2				
how the use of alcohol and drugs can lead to risky sexual behaviour	KS3 H28: personal and social risks and consequences of substance use / misuse		L1	L1		
	KS4 R18: impact of drugs / alcohol on choices / sexual behaviour				M1	L2
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	KS4 H6: access reliable sources of info, advice and support for all aspects of physical or mental health (including sexual health services)				SDI	P1

