



**Curriculum Plan for Core PSHE, RSHE, RS, Citizenship and Careers**  
Updated: September 2021

RSE	Primary	Secondary
<b>Families (and people who care for me)</b>	<ul style="list-style-type: none"> <li>Know that families are important for children growing up because they can give love, security and stability.</li> <li>Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li> <li>Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>Know that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different types of committed, stable relationships.</li> <li>Know how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>Know what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>Know why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>Know the characteristics and legal status of other types of long-term relationships.</li> <li>Know the roles and responsibilities of parents with respect to the raising of children.</li> <li>Know how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<b>Respectful Relationships including Friendship (“Caring Friendship” and “Respectful Relationships” at Primary)</b>	<ul style="list-style-type: none"> <li>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>Know the conventions of courtesy and manners.</li> <li>Know the importance of self-respect and how this links to their own happiness.</li> <li>Know that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help.</li> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Know the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>Know 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).</li> <li>Know 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>Know 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.</li> </ul>
<b>Online and Media</b>	<ul style="list-style-type: none"> <li>Know that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>Know how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>Know 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.</li> <li>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>Know what to do and where to get support to report material or manage issues online.</li> <li>Know the impact of viewing harmful content.</li> <li>Know that specifically sexually explicit material often 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 partners.</li> <li>Know that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>Know how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>Know how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>Know how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>Know where to get advice from e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>Know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>		<ul style="list-style-type: none"> <li>Know 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.</li> <li>Know 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.</li> <li>Know the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>Know that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>Know the facts about the full range of contraceptive choices and options available.</li> <li>Know the facts around pregnancy including miscarriage.</li> <li>Know 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).</li> <li>Know 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.</li> <li>Know how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>Know how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>Know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

Physical and Mental Wellbeing	Primary	Secondary
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>Know that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>Know simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> <li>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>Know it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>Know that happiness is linked to being connected to others.</li> <li>Know how to recognise the early signs of mental wellbeing issues.</li> <li>Know common types of mental ill health (e.g. anxiety and depression).</li> <li>Know 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.</li> <li>Know the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>Know that for most people the internet is an integral part of life and has many benefits.</li> <li>Know about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.</li> <li>Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</li> <li>Know why social media, some computer games and online gaming, for example, are age restricted.</li> <li>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Know the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 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), how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>Know the characteristics and mental and physical benefits of an active lifestyle.</li> <li>Know the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>Know the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<ul style="list-style-type: none"> <li>Know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>Know 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.</li> <li>Know facts about wider issues such as organ/blood donation.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>Know what constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>Know the principles of planning and preparing a range of healthy meals.</li> <li>Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<ul style="list-style-type: none"> <li>Know how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders* and cancer.</li> </ul> <p>*Eating disorders and extreme weight loss are specialised area and schools should access qualified support or advice as needed. They should avoid addressing them without support.</p>
<b>Drugs, Alcohol and Tabaco</b>	<ul style="list-style-type: none"> <li>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<ul style="list-style-type: none"> <li>Know the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</li> <li>Know the law relating to the supply and possession of illegal substances.</li> <li>Know the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>Know the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>Know awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>Know 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.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>Know about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>Know about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>Know about immunisations.</li> </ul>	<ul style="list-style-type: none"> <li>Know about personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>Know about dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</li> <li>Know (late secondary) the benefits of regular self-examination (including screening and immunisation).</li> <li>Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>Know how to make a clear and efficient call to emergency services if necessary.</li> <li>Know concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Know basic treatment for common injuries.</li> <li>Know life-saving skills, including how to administer CPR.14</li> <li>Know the purpose of defibrillators and when one might be needed.</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<ul style="list-style-type: none"> <li>Know key facts about puberty and the changing adolescent body.</li> <li>Know the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Relationships and Sex Education

The core theme focuses on:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills;
- How to recognise and manage emotions within a range of relationships;
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters;
- About the concept of consent in a variety of contexts (including in sexual relationships);
- About managing loss including bereavement, separation and divorce;
- To respect equality and be a productive member of a diverse community;
- How to identify and access appropriate advice and support.

Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Working together successfully</b>	Know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)	Develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.	Develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.	Offer and receive constructive feedback in order to make progress and understand cases where differing levels of assertiveness are required.	Communicate effectively through listening, negotiation, offering and receiving constructive feedback and take positive steps forwards in a project based on the feedback.	Manage personal safety on-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends).
<b>Developing and managing emotion</b>	Explore a range of positive qualities people bring to relationships.	Consider different levels of intimacy and their consequences.	Understand that relationships can cause strong feeling and emotion (including sexual attraction).	Describe and identify strategies to manage strong emotions and feelings.		Develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'.
<b>Loving relationships</b>	Understand what expectations might be of having a girl/boyfriend.	Recognise the features of positive and stable relationships (including trust, mutual respect, honesty equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind).	Identify the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them.  Describe the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support.	Develop awareness of exploitation, bullying, harassment and control in relationships (including unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support.	Identify, and develop strategies to support, the characteristics and benefits of positive, strong, supportive, equal relationships.	Recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety.  Understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell.
<b>Relationships in the media</b>	Know that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships.	Explain how to manage any request or pressure to share an image of themselves or others; who to talk to if they have concerns.  Understand when the sharing of explicit images may constitute a serious criminal offence.	Recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography).	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 and feminism).		
<b>Friendship</b>	Understand the importance of friendship.	Understand the importance of friendship and begin to consider love and sexual relationships in this context.	Describe 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).	Understand the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support).		Recognise and manage negative influence, manipulation and persuasion in a variety of contexts.
<b>Marriage, Commitment and Families</b>	Know the roles and responsibilities or parents, carers and children in families.	Know the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children.	Understand 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 others should they feel vulnerable.	Understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other.	Identify parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding).	To recognise forced marriage and 'hour' based violence; get help for themselves or others they believe to be at immediate or future risk.
<b>Loss and ending relationships</b>	Identify and apply strategies for ending friendships.	Identify strategies to manage or deal with the breakdown of a relationship such as friendship or romantic relationship.	Understand how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement.	Identify strategies to manage change in personal relationships including the ending of relationships.  Know and understand to access statutory and voluntary organisations that support relationships experiencing difficulties or in a crisis, such as relationship breakdown, separation, divorce or bereavement.	Identify the impact of separation, divorce, bereavement on families and the need to adapt to changing circumstances.	Manage the ending of relationships safely and respectfully.

<b>Consent</b>	<p>Acknowledge and respect the right not to have intimate relationships until ready.</p> <p>Recognise the law in relation to consent (including 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).</p>	<p>Understand readiness for sex and the benefits of delaying sexual activity.</p> <p>Know how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent.</p>	<p>Understand that consent is given freely and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or withdrawn, that decision should always be respected.</p>	<p>Identify how to seek consent and respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p>	<p>Recognise when others are using manipulation, persuasion or coercion and identify how to respond appropriately.</p>	<p>Understand and value the concept and qualities of consent in a relationship.</p> <p>Understand and appreciate the legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent.</p> <p>Understand and appreciate the legal consequences of failing to respect others' right to not give or withdraw consent.</p> <p>Seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape.</p>
<b>Contraception</b>	<p>Know about types of contraception, including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in a healthy relationship.</p>	<p>Understand the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances.</p>	<p>Understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs.</p>	<p>Make appropriate choices about contraception (including the use of a condom).</p> <p>Negotiate a condom correctly.</p>	<p>Understand about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk.</p>	<p>Understand how to avoid contracting or passing on a sexually transmitted infection (STI); know what to do if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back, telling partners) and know where to access local and national advice, diagnosis and treatment.</p> <p>Negotiate and if necessary assert the use of contraception with a sexual partner.</p> <p>Understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it.</p> <p>Access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it.</p>
<b>Accepting Differences</b>	<p>Know about the differences between assigned/biological sex, gender identity and sexual orientation.</p>	<p>Recognise the diversity in sexual attraction and developing sexuality.</p> <p>Know the terms associated with sex, gender identity and sexual orientation and understand accepted terminology.</p>	<p>Describe the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, and the need to challenge it and how to do so.</p>	<p>Understand diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</p>	<p>Evaluate the similarities, difference and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities.</p>	<p>Appreciate the ways different cultures and faiths view relationships, respecting others' right to hold their own views.</p> <p>Recognise what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around 'professional relationships'.</p>
<b>Bullying</b>		<p>Recognise peer pressure and have strategies to manage it; recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it.</p>	<p>Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p>	<p>Identify domestic abuse and roles within this.</p>	<p>Evaluate the impact of domestic abuse (including sources of help and support).</p> <p>Understand the pernicious influence of gender double standards and victim-blaming.</p>	<p>Recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support how to support others they care about to manage and escape abuse.</p> <p>To manage issues of harassment (including online) and stalking; understand their rights and access support.</p>
<b>Social Media</b>	<p>Identify the safe and responsible use of Information Technology (including safe management of own and others' personal data including images)</p>	<p>Establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made</p>	<p>Define and use the terms 'habit', 'dependence' and 'addiction' in a wider variety of information technology and where and how to</p>	<p>Identify the legal and personal risks associated with being asked for or sharing information or intimate</p>	<p>Recognise how social media can offer opportunities to engage with a wide variety of views on different issues; recognise how social media</p>	<p>Be a critical consumer of online information in all forms; appreciate how social media can expand, limit or distort their view of the world;</p>

		public, to understand their right to privacy.	access support if they have concerns.	images of others and strategies for managing these risks.	can distort situations or issues or could narrow understanding and appear to validate these narrow views.	<p>recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media.</p> <p>Be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media.</p> <p>Set and maintain clear boundaries around their personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated within their knowledge).</p>
<b>Pregnancy and Abortion</b>			Identify 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.	Understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about preparing for family life).	Understand about abortion, including the current legal position and the range of beliefs and opinions about it.	<p>Understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations.</p> <p>Access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.</p>
<b>Fertility</b>				Understand that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age.	Identify and discuss the options open to people who are not able to conceive.	



## Health Education

The core theme focuses on:

- How to manage transition;
- How to maintain physical, mental and emotional health and wellbeing;
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health;
- About parenthood and the consequences of teenage pregnancy;
- How to assess and manage the risks to health; and to keep themselves and others safe;
- How to identify and access help, advice and support;
- How to respond in an emergency, including administering first aid;
- The role and influence of the media on lifestyle.

Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Self-Confidence and Self-Esteem</b>	Recognise personal strength and how this affects self-confidence and self-esteem.	Recognise that the way in which personal qualities, attributes, skills and achievements are evaluated by others, affects confidence and self-esteem.	Accept helpful feedback or reject unhelpful criticism.  Understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.	Evaluate the extent to which self-confidence and self-esteem are affected by the judgments of others and ways of managing this.	Analyse effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism.	Manage being 'new' in 'new places'; fitting in and making new friends.
<b>Mental Health</b>	Identify the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies.	Identify the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders.	Recognise and manage triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need support.	Identify strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing.	Recognise 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).	Apply strategies for maintain positive mental health.  Recognise common mental health issues and employ strategies to re-establish positive mental health.
<b>Growing Up</b>	Manage growth and change as normal parts of growing up (consolidation of learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence.	Understand the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.	Know about cancer and cancer prevention, including healthy lifestyles and testicular/breast self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices.  Understand the HPV vaccination and why this vaccination is in place.	Understand how to check for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell.	Identify strategies to overcome worries about seeking help and being a confident user of the NHS.	Take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screening); how to recognise illnesses that affect young adults, such as meningitis and 'fresher's' flu'.  Understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM.
<b>Looking after yourself</b>	Understand the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.  Understand the importance of appropriate dental health.	Understand the purpose and importance of immunisation and vaccination.  Understand the importance of eye-health and how eye-health can be protected.	Understand the importance of, and strategies for, maintaining a balance between work, leisure and exercise.  Understand the issues around blood/organ donation and different perspectives of this.	Identify how to take increased responsibility for maintaining and monitoring health.  Understand how to maintain good cardiovascular health and know signs and symptoms of disease.	Understand how lifestyle choices affect a developing foetus.	Maintain a 'work life balance' including understanding the importance of continuing with regular exercise and sleep.
<b>Physical Activity and Exercise</b>	Understand the benefits of physical activity and exercise and the importance of sleep.	Recognise and manage what influences their choices about exercise.	Understand that identity is affected by a range of factors, including the media and positive sense of self.	Recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes.	Assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercing, the use of sun lamps and tanning salons.	Recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and impact on self-esteem.
<b>Eating Well</b>	Understand what constitutes a balanced diet and its benefit (including the risks associated with both obesity and dieting).	Understand what might influence decisions about eating a balanced diet.	Identify how the media portrays young people; recognise its possible impact on body image and health issues.			Maintain a healthy diet, especially on a budget.  Understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements.
<b>Emergency Situations</b>	Identify ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations.	Understand how the inappropriate use of mobile phones can contribute to accidents.	Perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR).	Find sources of emergency help and how to perform emergency first aid, including CPR.	Know how to recognise and follow health and safety procedures.	Perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity.
<b>Taking Risks</b>	Understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme).		Know about personal safety and protection including on roads and during travel.	Understand personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel).	Assess and manage risk in different contexts; understand how risk is 'calculated' and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media).	Manage personal safety travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis).

<b>Drug Safety</b>	Identify the positive (for example treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol and smoking).	Know factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.	Understand 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.	Understand the law relating to the supply, use and misuse of legal and illegal substances.	Identify the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.	Manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety; evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career.
<b>Influence</b>	Identify the personal and social risks and consequences of substance use and misuse, 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.	Recognise strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs).	Understand the safe use of prescribed and over the counter medicines.  Understand the risks and consequences of 'experimental' and 'occasional' substance use and terms 'dependence' and 'addiction'.	Understand the terms 'habit', 'dependence' and addiction in relation to substance use and where and how to access support if they have concerns.	Recognise the impact of drugs and alcohol on choices and sexual behaviour.	Recognise when they or others need to access appropriate support.  Recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons.
<b>Seeking Support</b>	Know how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use.			Identify reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services).	Identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health).	Register with and access health services in new locations.



## Living in the Wider World

The core theme focuses on:

- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
- How to make informed choices and be enterprising and ambitious;
- How to develop employability, team working and leadership skills and developing flexibility and resilience;
- About the economic and business environment;
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Target Setting and Evaluation</b>	Identify, set and explain realistic and challenging personal targets to support movement to Secondary school.	Evaluate personal targets and use this information to refine and change as required, including the production of an action plan.	Identify the knowledge and skills needed for setting realistic and challenging personal targets and goals.	Evaluate their own personal strengths and areas for development and to use this to inform goal setting.	Apply target setting to produce appropriate development plans for Year 11.	Accept and use positive encouragement and constructive feedback.
<b>Discrimination and Tolerance</b>	Understand how to react in an instance of bullying, disagreement or fight as a bi-stander.	Identify strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness of experience it in their daily lives.	Recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations.	Know about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace.	Explore critically extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence.	Recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion.  Recognise and celebrate cultural diversity; understand what is meant by the global market.
<b>Employability</b>	Identify personal traits which support their progress at school and begin to identify which employers will find most useful.	Identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them.	Identify their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentational skills.	Evaluate how their strengths, interests, skills and qualities are changing and how these relate to future employability.	Further develop study and employment skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence.	Apply for future roles; 'market' themselves by promoting their personal 'brand' including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers; produce a concise and compelling CV; prepare for and undertake interviews; understand the role of referees and references.
<b>Law at Work</b>			Understand the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks.	Know about harassment and how to manage this (including in the workplace); the legal consequence of harassment.	Understand rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions).	Understand how to exercise legal rights and responsibilities; know who can support them if they have a grievance.
<b>Careers and Employment</b>	Know about different work roles and career pathways, including clarifying their own early aspirations.	Understand different types of work, including employment, self-employment and voluntary work; that everybody has a 'career' which is their pathway through life, education and work.	Understand the labour market (including diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes.	Research, secure and take full advantage of opportunities for work experience that are available.	Understand the changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed.	Match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and set compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways.
<b>Pathways</b>			Identify the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process.	Recognise the range of opportunities available to them for career progression, including in education, training and employment.	Develop their career identity, including how to maximise their chances when applying for educational or employment opportunities; Know about the information, advice and guidance available to them and how to access the most appropriate support.	Understand and be able to access further and higher education options and training, including apprenticeships.
<b>Enterprise</b>	Identify the benefits of being ambitious and enterprising in all aspects of life.	Identify and apply 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.	Understand the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged.	Understand attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image').	Understand about confidentiality in the workplace, when it should be kept and when it might need to be broken.	Understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market.  Be enterprising in life and work.
<b>Financial Awareness</b>	Assess and manage risks in relation to financial decisions that young people might take.	Explore social and moral dilemmas about the use of money (including how the choices young people make as consumers affect others' economies and environments).	Understand implications of gambling (including online) and its consequences why people might choose to gamble and the gambling industry influences their choices and tries to engage in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others.	Recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.	Be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.	Exercise consumer rights; know who can help if they feel they have a grievance.  Manage contracts; understand the process of renting items and accommodation; know who can support them if they need help.  Plan their budget, especially when living away from home for the first time.

						<p>Understand and manage taxation and national insurance.</p> <p>Understand savings options; know where to save, when to save and why. Understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt.</p> <p>Understand pensions and their importance; the benefits of starting early and making regular, realistic contributions.</p>
Travel						<p>Travel safely in the UK: alone; by road; rail; at night (including the sage use of 'hired transport' such as taxis.</p> <p>Travel safely abroad (including legal issues such as passports; visas and work permits, their cost and allowing sufficient time to acquire them; the role of embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)</p> <p>Plan a 'gap year'.</p>
The Workplace						<p>Understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols.</p> <p>Understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place.</p> <p>Recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment.</p> <p>Recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate.</p>

## Religion and Culture

The core theme focuses on:

- Beliefs, teachings and sources: interpreting teaching, sources, authorities and ways of life in order to understand religions and beliefs; understanding and responding critically to beliefs and attitudes.
- Practices and ways of life: exploring the impact of religions and beliefs on how people live their lives; understanding that religious practices are diverse, change over time and are influenced by cultures.
- Expressing Meaning: appreciating that individuals and cultures express their beliefs and values through many different forms.
- Develop a sound knowledge and understand of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.

Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12/13
<b>Religion and Culture</b>	Identify key differences between a variety of religious practices and cultures.	Describe the potential tensions between human rights, British law and cultural and religious expectations and practices.	Know about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored.	Recognise, clarify and if necessary challenge their own values and how their values influence their choices.  Understand how social media can distort situations or issues leading to a narrowed understanding and appear to validate these narrow views.	Understand how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others.	Understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone and whom to tell.
<b>Learning about Religion</b>	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.  Make links between belief and sources, including religious stories and sacred texts.  Begin to identify the impact religion has on believers' lives.  Describe some forms of religious expression.	Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.  Make links between them, and describe some similarities and differences both within and between religions.  Describe impact of religion on people's lives.  Suggest meanings for a range of forms of religious expression.	Use increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.  Describe why people belong to religions.  Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.  Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.	Use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them.  Explain why the impact of religions are beliefs on individuals, communities and societies varies.  Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.  Interpret the significance of different forms of religious, spiritual and moral expression.	Use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs.  Analyse issues, values and questions of meaning and truth.  Account for the influence of history and culture on aspects of religious life and practice.  Explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.  Use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.	Use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs.  Contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas.  Critically evaluate the impact of religions and beliefs on differing communities and societies.  Analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied.  Interpret and evaluate varied forms of religious, spiritual and moral expression.
<b>Learning from Religion</b>	Identify what influences them, making links between aspects of their own and others' experiences.  Ask important questions about religion and belief, making links between their own and others' responses.  Make links between values and commitments, and their own attitudes and behaviour.	Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.  Apply ideas to own and other people's lives.  Describe what inspires and influences themselves and others.	Ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.  Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.  Express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.  Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.	Articulate personal and critical responses to questions of meanings, purpose and truth, and ethical issues.  Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.	Coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments.  Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.
<b>Citizenship +</b>	Understand the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	Understand the operation of Parliament, including voting and elections, and the role of political parties.	Understand the precious liberties enjoyed by the citizens of the United Kingdom.  Understand the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.	Understand parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.  Identify the legal system in the UK, different sources of law and how the law helps society deal with complex problems.	Identify the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.  Understand other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.	
<b>Contribution to Community</b>	Understand the roles played by public institutions and voluntary groups in society, and the way in which citizens work together to improve their communities, including opportunities to participate in school-based activities.			Identify the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering as well as other forms of responsible activity.		



Delivery Plan (Years 7-11)

Week	Year 7	Year 8	Year 9	Year 10	Year 11 (Tutor Based)
CYCLE ONE THEME: Ethics and Relationships					
Questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil.					
1.1	<b>PSHE, SRE, RS Baseline</b> <b>Working Together Successfully</b> <i>To know the qualities and behaviours which should be expected and exhibited in a wide variety of positive relationships (including teams, class, friendships etc.)</i>	<b>PSHE, SRE, RS Baseline</b> <b>Working Together Successfully</b> <i>To develop and rehearse the skills of team working and considerate discussion.</i>	<b>PSHE, SRE, RS Baseline</b> <b>Working Together Successfully</b> <i>To develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</i>	<b>PSHE, SRE, RS Baseline</b> <b>Working Together Successfully</b> <i>To offer and receive constructive feedback in order to make progress and understand cases where differing levels of assertiveness are required.</i>	<b>PSHE, SRE, RS Baseline</b>
1.2	<b>Friendship</b> <i>To understand the importance of friendship and identify features of being a good friend.</i>	<b>Friendship</b> <i>To understand the importance of friendship and begin to consider love and sexual relationships in this context.</i>	<b>Friendship</b> <i>To describe 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).</i>	<b>Loving Relationships</b> <i>To develop awareness of exploitation, bullying, harassment and control in relationships (including unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support.</i>	<b>Collapsed Day 1</b> <b>Careers and Pathways</b>  <i>To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence.</i>  <i>To understand the changing patterns of employment (local, national, European and global); about different types of Business, how they are organised and financed.</i>  <i>To develop career identity, including how to maximise their chances when applying for educational or employment opportunities; know about the information, advice and guidance available to them and how to access the most appropriate support.</i>  <i>To understand about confidentially in the workplace, when it should be kept and when it might need to be broken.</i>  <i>To be a critical consumer of goods and services (including financial services and recognise the wider impact of their purchasing choices.</i>
1.3	<b>Discrimination and Tolerance</b> <i>To understand how to react in an instance of bullying, disagreement or fight as a bi-stander.</i>	<b>Accepting Differences</b> <i>To recognise the diversity in sexual attraction and developing sexuality and know the terms associated with sex, gender identity and sexual orientation and understand accepted terminology.</i>	<b>Developing and Managing Emotion</b> <i>To understand that relationships can cause strong feeling and emotion (including sexual attraction).</i>	<b>Relationships in the Media</b> <i>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 and feminism).</i>	
1.4	<b>Religion and Culture</b> <i>To identify and compare key features of different versions of Christianity (Orthodox, Roman Catholic, Anglican, Non-conformist/Pentecostal)</i>	<b>Bullying</b> <i>To recognise peer pressure and have strategies to manage it; recognise 'group think' and develop strategies to manage it.</i>	<b>Marriage, Commitments and Families</b> <i>To understand that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support. To understand religious perspectives of this.</i>		
1.5	<b>Religion and Culture</b> <i>To identify and compare key features of Islam.</i>	<b>Religion and Culture</b> <i>To understand the Christian belief that 'God is one but exists in 3 persons' and begin to understand the nature of God (omnipotence, omnibenevolence, just, omniscience, transcendence and immanence).</i>	<b>Loss and ending relationships</b> <i>To understand how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement.</i>	<b>Accepting Differences</b> <i>To understand diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</i>	
1.6	<b>Religion and Culture</b> <i>To identify and compare key features of Sikhism.</i>	<b>Religion and Culture</b> <i>To understand the Jewish belief in 'God' (but not Jesus as the son of God), the Islamic belief of Allah and the Sikh belief of 'Waheguru' and compare to the Christianity.</i>	<b>Religion and Culture</b> <i>To describe and compare different religious perspectives of life after death and different grieving processes.</i>	<b>Religion and Culture</b> <i>To understand the story of the 'Good Samaritan' and compare the moral message to other religions, including 'Seva' in Sikhism.</i>	
1.7	<b>Develop and Manage Emotion</b> <i>To explore a range of positive qualities different people can bring to relationships.</i>	<b>Religion and Culture</b> <i>To describe religious perspectives of the concept that evil can exist alongside an all-loving God.</i>	<b>Loving Relationships</b> <i>To describe the difference between friendship groups and gangs (including risks posed by membership) and strategies for managing pressure to join a particular group or gang and how to access support.</i>	<b>Bullying</b> <i>To identify types of domestic abuse and roles within this.</i>	
1.8	<b>Loving Relationships</b> <i>To identify reasonable expectations of having a girl/boyfriend might be and acknowledge and respect the right not to have intimate relationships until ready.</i>	<b>Develop and Manage Emotion</b> <i>To consider different levels of intimacy and their consequences.</i>  <b>Loving Relationships</b> <i>To recognise the features of positive and stable relationships and those of unhealthy relationships.</i>	<b>Religion and Culture</b> <i>To describe the concept of 'agape' and the religious perspectives of this.</i>	<b>Discrimination and Tolerance</b> <i>To know about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace.</i>	
1.9	<b>Loss and Ending Relationships</b> <i>To identify instances where friendships may end and suitable strategies to cope with this.</i>	<b>Loss and Ending Relationships</b> <i>To identify strategies to manage or deal with the breakdown of a relationship such as friendship or romantic relationships.</i>	<b>Accepting Differences</b> <i>To describe the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, and the need to challenge it and how to do so.</i>	<b>Religion and Culture</b> <i>To describe and compare different religious perspectives of 'Heaven' and 'Hell'.</i>	

CYCLE TWO THEME: Global Issues					
What religions and beliefs say about health, wealth, war, animal rights and the environment.					
2.1	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review
2.2	<b>Relationships in the Media</b> <i>To know that the media portrayal of relationships may not reflect real life and identify the possible impact of this on people's expectations of relationships.</i>	<b>Religion and Culture</b> <i>To understand and describe the concept of 'Stewardship and Dominion' in relation to the world created by God.</i>	<b>Relationships in the Media</b> <i>To recognise the portrayal and impact of sex in the media and social media.</i>	<b>Mental Health</b> <i>To identify strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing.</i>	<b>Collapsed Day 2 Health and Wellbeing</b>  <i>To recognise the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental health disorders (including stress, anxiety and depression).</i>  <i>To assess and manage the risks associated with cosmetic and aesthetic procedures, including tattooing, piercing, the use of sun lamps and tanning salons.</i>  <i>To find sources of emergency help and how to perform emergency first aid, including CPR.</i>  <i>To assess and manage risk in different contexts; understand how risk is calculated and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media).</i>  <i>To identify the wider risks and consequences of legal and illegal substance use, including their personal safety, future career, relationships and future lifestyle.</i>
2.3	<b>Social Media</b> <i>To identify the safe and responsible use of Information Technology (including safe management of own and others' personal data including images).</i>	<b>Religion and Culture</b> <i>To Identify and recognise religious beliefs around Animal Testing.</i>	<b>Religion and Culture</b> <i>To identify the roles of gender and sex in relation and how different religions address this (i.e. Muslim women's' dress)</i>	<b>Looking After Yourself</b> <i>To recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes.</i>	
2.4	<b>Drug Safety</b> <i>To identify the positive and negative roles played by drugs in society (including alcohol and smoking) and religious perspectives of these.</i>	<b>Social Media</b> <i>To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public.</i>  <i>To understand other people's right to privacy, including that when sharing of explicit images may constitute a serious criminal offence.</i>	<b>Drug Safety</b> <i>To understand 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.</i>	<b>Drug Safety</b> <i>To understand the law relating to the supply, use and misuse of legal and illegal substances.</i>	
2.5	<b>Influence</b> <i>To identify the personal and social risks and consequences of substance use and misuse, 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.</i>	<b>Drug Safety</b> <i>To know factual information about illegal substances, including alcohol (including current government recommendation for consumption), volatile substances, psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.</i>	<b>Influence</b> <i>To understand the safe use of prescribed and over the counter medicines.</i>  <i>To understand the risks and consequences of 'experimental' and 'occasional' substance uses and terms 'dependence' and 'addiction'.</i>	<b>Influence</b> <i>To understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns.</i>	
2.6	<b>Emergency Situations</b> <i>To identify ways of keeping safe in day-to-day situations and strategies for getting help in emergency and risky situations.</i>	<b>Influence</b> <i>To recognise strategies to manage different influences (including peer influences) on their decisions about the use of substances (including clarifying and challenging their own perceptions, values and beliefs).</i>	<b>Social Media</b> <i>To define and use the terms 'habit', 'dependence' and 'addiction' in a wider variety of information technology and where and how to access support if they have concerns.</i>	<b>Religion and Culture</b> <i>To develop an awareness of animal cruelty and animal testing and compare the differing views, including religious and secular perspectives along with scientific arguments.</i>	
2.7	<b>Financial Awareness</b> <i>To assess and manage risks in relation to financial decisions that young people might take.</i>	<b>Financial Awareness</b> <i>To explore social and moral dilemmas about the use of money (including how the choices young people make as customers affect other economies and environments).</i>	<b>Financial Awareness</b> <i>To understand implications of gambling (including online) and its consequences, why people might choose to gamble and the gambling industry influences their choices and tries to engage in gambling; how to manage pressure or influence to gamble and access support if required.</i>		
2.8	<b>Religion and Culture</b> <i>To understand and describe different perspectives of charitable giving, including the importance in religion.</i>	<b>Enterprise</b> <i>To identify and apply 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.</i>	<b>Emergency Situations</b> <i>To perform basic first aid and life-saving skills, including Cardio-Pulmonary Resuscitation (CPR).</i>	<b>Social Media</b> <i>To identify the legal and personal risks associated with being asked for or sharing information or intimate images of others and strategies for managing this.</i>	
2.9	<b>Religion and Culture</b> <i>To describe and begin to compare the views of creationism in different religions.</i>		<b>Growing Up</b> <i>To know about cancer and cancer prevention, including healthy lifestyles and testicular/breast self-examination. Acknowledge that childhood and adolescent cancers are rarely caused by lifestyle choices.</i>	<b>Growing Up</b> <i>To understand how to check for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell.</i>	



CYCLE THREE THEME: Rights and Responsibilities					
What religions and beliefs say about human rights and responsibilities, social justice and citizenship.					
3.1	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review
3.2	<b>Marriage, Commitment and Families</b> <i>To know the roles and responsibilities of parents, carers and child in families in the context of Christianity, Sikhism and Islam.</i>	<b>Marriage, Commitment and Families</b> <i>To know the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children.</i>	<b>Discrimination and Tolerance</b> <i>To recognise that all have the same rights to opportunities in learning and work as all others; to recognise and challenge stereotypes and/or family or cultural expectations that may limit their aspirations.</i>	<b>Careers and Employability</b> <i>To evaluate how their strengths interests, skills and qualities are changing and how these relate to future employability.</i>  <i>To research, secure and take full advantage of opportunities for work experience that are available.</i>	<b>Collapsed Day 3 Health and Wellbeing 2</b>  <i>To identify and develop strategies to support, the characteristics and benefits of positive, strong, supportive, equal relationships.</i>  <i>To identify parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding).</i>  <i>To recognise when others are using manipulation, persuasion or coercion and identify how to respond appropriately.</i>  <i>To understand how lifestyle choices, affect a developing foetus.</i>  <i>To understand about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk.</i>
3.3		<b>Consent</b> <i>To understand the readiness for sex and the benefits of delaying sexual activity and religious views of this.</i>  <i>To know how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent.</i>	<b>Pathways</b> <i>To identify the choices available to them at the end of Key Stage 3; sources of information, advice and support, and the skills to manage this decision making process.</i>	<b>Law at Work</b> <i>To know about harassment and how to manage this (including in the workplace); the legal consequences of harassment.</i>	
3.4	<b>Consent</b> <i>To recognise the law in relation to consent (including legal age of consent for sexual activity, the legal definition of consent and the responsibility for law for the seeker of consent to ensure that consent has been given). To identify specific religion-specific beliefs around consent/sex before marriage.</i>	<b>Contraception</b> <i>To understand the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances.</i>	<b>Enterprise</b> <i>To understand the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal brand that can be enhanced or damaged.</i>	<b>Enterprise</b> <i>To understand attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image').</i>	
3.5	<b>Contraception</b> <i>To know and describe types of contraception, including the condom and pill and develop communication and negotiation skills necessary for contraceptive use in a healthy relationship. To identify specific religion-specific beliefs around the use of contraception.</i>	<b>Growing Up</b> <i>To understand the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support.</i>	<b>Citizenship +</b> <i>To understand the previous liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system (including the role of the police, courts and tribunals).</i>	<b>Contraception</b> <i>To make appropriate choices about contraception (including the use of a condom).</i>  <i>To negotiate a condom correctly.</i>	
3.6	<b>Accepting Differences</b> <i>To know about the differences between assigned/biological sex, gender identity and sexual orientation.</i>	<b>Citizenship +</b> <i>To understand the operation of Parliament, including voting and elections, and the role of political parties.</i>	<b>Consent</b> <i>To understand that consent is given freely and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or withdrawn, that decision should always be respected.</i>	<b>Pregnancy and Abortion</b> <i>To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about preparing for family life).</i>	
3.7	<b>Growing Up</b> <i>To manage growth and change as a normal part of growing up and the expectations/stages which this brings in religions (e.g. Bar/Bat Mitzvah in Judaism)</i>		<b>Contraception</b> <i>To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs.</i>	<b>Fertility</b> <i>To understand that fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age.</i>	
3.8	<b>Citizenship +</b> <i>To understand the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.</i>	<b>Religion and Culture</b> <i>To understand the concept of 'caste' system as part of Hinduism and how other religions (including Christianity and Sikhism) disagree through belief in a God.</i>	<b>Pregnancy and Abortion</b> <i>To Identify the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option (including religious views – 'pro-life' and 'pro-choice') and who to talk to for accurate, impartial advice and support.</i>	<b>Citizenship +</b> <i>To understand parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.</i>	
3.9	<b>Learning from Religion</b> <i>To make links between values and commitments, and their own attitudes and behaviour in relation to human rights.</i>	<b>Religion and Culture</b> <i>To describe and compare differing views of 'Equality' within different religions, including the role of men/women.</i>		<b>Citizenship +</b> <i>To identify the legal system in the UK, different sources of law and how the law helps society deal with complex problems, including religious perspectives.</i>	



CYCLE FOUR THEME: Expressing Spirituality and Personal Goals					
How and why understanding of the self and human experiences is expressed in a variety of forms.					
4.1	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	
4.2	<b>Self-Confidence and Self-Esteem</b> <i>To recognise personal strength and how this affects self-confidence and self-esteem.</i>	<b>Self- Confidence and Self-Esteem</b> <i>To recognise that the way in which personal qualities, attributes, skills and achievements are evaluated by others, affects confidence and self-belief.</i>	<b>Self-Confidence and Self-Esteem</b> <i>To understand that self-esteem can change with personal circumstances such as those associated with family and friendship, achievements and employment.</i>	<b>Self-Confidence and Self-Esteem</b> <i>To evaluate the extend of which self-confidence and self-esteem are affected by the judgements of others and ways of managing this.</i>	
4.3	<b>Mental Health</b> <i>To identify the characteristics of mental and emotional health and strategies for managing it through a range of healthy coping strategies.</i>	<b>Mental Health</b> <i>To identify the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders.</i>	<b>Law at Work</b> <i>To understand the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks.</i>	<b>Financial Awareness</b> <i>To recognise and manage the influences or their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.</i>	
4.4	<b>Looking After Yourself</b> <i>To understand the importance of and ways of taking increased responsibility for their own physical health and personal hygiene.</i>	<b>Looking After Yourself</b> <i>To understand the purpose and importance of immunisation and vaccination.</i>	<b>Careers and Employment</b> <i>To understand the labour market (including diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes.</i>	<b>Religion and Culture</b> <i>To understand the goal of 'Enlightenment' in Buddhism and the story of the Buddha.</i>  <i>To describe the types of meditation in search for Enlightenment.</i>	
4.5	<b>Eating Well</b> <i>To understand what constitutes a balanced diet and its benefit (including the risks associated with both obesity and dieting).</i>	<b>Religion and Culture</b> <i>To understand and describe Jehovah Witness' views of medication and reasons why people have different views.</i>	<b>Mental Health</b> <i>To recognise and manage triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need support.</i>	<b>Religion and Culture</b> <i>To understand and describe 'Karma' including the five moral precepts.</i>	
4.6	<b>Food in Culture</b> <i>To identify differing beliefs around food and drink related to different religions (e.g. kosha food in Judaism and halal in Islam).</i>	<b>Eating Well</b> <i>To understand what might influence decisions about eating a balanced diet.</i>	<b>Looking after yourself</b> <i>To understand the importance of, and strategies for, maintaining a balance between work, leisure and exercise.</i>	<b>Religion and Culture</b> <i>To understand and describe the 10 Commandments of Christianity and the Tenets of Sikhism and compare these to the five moral precepts in Buddhism.</i>	
4.7	<b>Employability</b> <i>To identify personal traits which support progress at school and begin to identify which employers find most useful.</i>	<b>Employability</b> <i>To identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their view to future employability and strategies for further developing them.</i>	<b>Eating Well</b> <i>To identify how the media portrays young people; recognise its possible impact on body image and health issues.</i>	<b>Religion and Culture</b> <i>To understand and describe the 5 pillars of Islam.</i>  <i>To understand how social media can distort situations or issues leading to a narrowed understanding and appear to validate these narrow views.</i>	
4.8	<b>Careers and Employment</b> <i>To know about different work roles and career pathways, including clarifying their own early aspirations.</i>	<b>Careers and Employment</b> <i>To understand different types of work, including self-employment and voluntary work, that everybody has a 'career' which is their pathway through life, education and work.</i>	<b>Bullying</b> <i>To recognise bullying and abuse in all its forms and to have the skills and strategies to manage being targeted or witnessing others being targeted.</i>	<b>Religion and Culture</b> <i>To identify key religious festivals in Christianity, Islam and Sikhism.</i>	
4.9	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	PSHE, SRE, RS Review	
i-Week (1 day)	<b>Enterprise</b> <i>To identify the benefits of being ambitious and enterprising in all aspects of life.</i>  <i>To assess and manage risks in relation to financial decisions that young people might take.</i>  <i>To know the qualities and behaviours which should be expected and exhibited in a team and class relationship.</i>  <i>To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety.</i>	<b>Contribution to Community</b> <i>To identify, plan and undertake an activity in the wider (school) community for the benefit of those in the area.</i>  <i>To develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.</i>  <i>To understand how the inappropriate use of mobile phones can contribute to accidents.</i>	<b>Taking Risks</b> <i>To know about personal safety and protection on roads and during travel.</i>	<b>WORK EXPERIENCE</b>  <i>To recognise the range of opportunities available to them for career progression, including in education, training and employment.</i>	-
Active	<b>Physical Activity and Exercise</b> <i>To understand the benefits of physical activity and exercise and the importance of sleep.</i>	<b>Physical Activity and Exercise</b> <i>To recognise and manage what influences their choices about exercise.</i>	<b>Physical Activity and Exercise</b> <i>To understand that identify is affected by a range of factors, including the media and positive sense of self.</i>	-	-
Tutor Reviews	<b>Target Setting and Evaluation</b> <i>To identify, set and explain realistic and challenging personal targets to support movement to Secondary School.</i>	<b>Target Setting and Evaluation</b> <i>To evaluate personal targets and use this information to refine and change as required, including the production of an action plan.</i>	<b>Target Setting and Evaluation</b> <i>To identify the knowledge and skills needed for setting realistic and challenging personal targets and goals.</i>  <b>Employability</b> <i>To identify their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentational skills.</i>	<b>Target Setting and Evaluation</b> <i>To evaluate their own personal strengths and areas for development and to use this to inform goal setting.</i>	<b>Target Setting and Evaluation</b> <i>To apply target setting to produce appropriate development plans for Year 11.</i>  <i>Refer to objectives highlighted Blue which are required to be taught during Tutor Time.</i>