RELATIONSHIP AND SEX EDUCATION (RSE), HEALTH EDUCATION AND PSHCE EDUCATION POLICY

Policy statement:

Rationale

Aspire North East Multi Academy Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This policy is to make clear the role of RSE, Health and PSHCE Education in providing learning experiences to promote the education of the whole child. We believe that RSE, Health and PSHCE Education should enable children to become healthier, more independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our schools at 16 or 18 as well rounded citizens able to take their place in society.

What is Relationship and Sex Education (RSE) and Health Education?

RSE and Health Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including on and offline. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should provide a clear progression from what is taught in primary school where the prime focus is Relationships and Health Education. In addition, Health Education's mission is to improve the health of the entire community by teaching pupils and families ways to establish and maintain life-long healthy and sustainable eating and lifestyle habits.

What is PSHCE Education?

Personal, Social, Health, Citizenship and Economic (PSHCE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHCE education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

Principles and Values

In addition, Aspire North East Multi Academy Trust believes that RSE, Health and PSHCE Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all of their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- Make students aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Aims and Objectives

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. In addition, incorporated into our delivery of PSHCE Education is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 7 to raise aspirations, challenge stereotypes and encourage ALL learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (January 2023) and the 'Education Act 2011'. We are also including in our wider teaching of PSHCE Education content areas which cover Living in the Wider World and British Values.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- Understand the true meaning of consent.

- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships, enthusiastic consent, sexting and e-safety.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Our Health Education programme aims to prepare all students for an adult life:

- To develop the knowledge, skills and attributes they need to manage their lives now and in the future.
- To learn to make responsible decisions e.g. About alcohol, drugs, smoking, diet, mental and physical health.
- To learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- To understand the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- To develop skills such as teamwork, communication and resilience.
- To be encouraged to make positive contributions to their families, schools and communities.
- To reflect on their own individual values and attitudes.
- To identify and articulate feelings and emotions and manage difficult situations positively.

Finally, our aim of teaching pupils about PSHCE Education, including Living in the Wider World and Careers and Aspirations, is to give them the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave school and further into the future. We want our students to understand what it means to live in Modern Britain and how to stay safe both online and in the real world. Our PSHCE Education programme aims to prepare for an adult life:

- To understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- To understand British values and what it means to live in modern Britain.
- To learn how to stay safe in the virtual world.
- To learn about rights and responsibilities and their role in society.
- To understand about taking risks and what it means to have a statutory right.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions.

- To promote equality of opportunity, celebrate diversity and challenge stereotypes.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- To understand what it means by enterprise and higher education.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review - In the first instance, Director of Careers & PSHCE, Headteacher of Sandhill View Academy and Assistant Principal of Southmoor Academy pulled together all relevant information including relevant national and local guidance in order to form the programme of study. The policy has been reviewed by Assistant Headteachers at both schools.
- Staff consultation - all staff were given the opportunity to look at the policy and make recommendations.
- Parents/stakeholder consultation - parents were given the opportunity to look at the policy and provide feedback.
- Student consultation - we investigated what exactly pupils want from RSE, Health and PSHCE Education.
- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Documents that inform the Trust's RSE, Health & PSHCE Education policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- Equalities Act, 2010
- Keeping Children Safe in Education, DfE, 2019
- National Curriculum in England: science programmes of study, DfE, 2015
- Children and Social Work Act, 2017
- Behaviour and discipline in schools, DfE, 2016
- Special Education Needs and Disability Code of Practice: 0 to 25 years, DfE, 2017
- Mental Health and Behaviour in Schools, DfE, 2018
- Preventing and Tackling Bullying, DfE, 2017
- Promoting Fundamental British Values as part of SMSC in schools, DfE, 2014
- Careers guidance and access for education and training providers, January 2023

This policy should be read in conjunction with the following Trust policies:

- Anti-Bullying Policy
- Behaviour Management Policy
- Careers Policy
- Child Protection Policy
- Drug Policy
- E-Safety Policy
- Learning Policy
- Mental Health & Wellbeing Policy
- Provider Access Policy
- Special Education and Inclusion Policy
- Tackling Extremism and Radicalisation Policy

- Work Experience Policy

Delivery of the Programme (Our Curriculum)

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE, Health and PSHCE Education will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust's wider policies. RSE will sit within the context of the Trust's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust's education on healthy lifestyles through physical education, science and its sport, extra-curricular activity and school food. All Academies within the Trust will deliver the content set out in Appendices 1 to 3 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Assistant Headteachers and ASPIRE Curriculum Coordinators will work closely with colleagues in related curriculum areas to ensure RSE, Health Education and PSHCE Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as science, computing and PE.

Details of the curriculum can be found in the Appendices attached to this policy. We may need to adapt the curriculum and its delivery as and when necessary.

Appendix 1: Overall content that will be delivered, and the objectives, which are matched to the statutory requirements and the PSHCE Education programme of study from the PSHE Association.

Appendix 2: An overview of the learning in each year group for Southmoor Academy

Appendix 3: An overview of the learning in each year group for Sandhill View Academy

Aspire North East Multi Academy Trust specifically delivers RSE, Health and PSHCE Education through its ASPIRE Programme and Science lessons at KS3 and KS4 (and KS5).

Much of the RSE, Health and PSHCE Education programme takes place within ASPIRE lessons. Staff generally deliver the curriculum with support from professionals where appropriate. At Southmoor, a team of specialist staff deliver the programme and at Sandhill View it is delivered by teaching staff. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBTQ+ young people.

The ASPIRE Programme and Science National Curriculum is taught in every year.

When students ask questions, we aim to answer them honestly. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE, Health and PSHCE Education programme.

Informal assessment is carried out in order to assess a student's understanding of an ASPIRE topic. This will involve student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities (SEND)

RSE, Health Education and PSHCE Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Trust will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. For example:

- Think, pair, share activities supported by seating and partnering due to verbal ability

- Advanced information for parents and students based on upcoming topics to allow preparation and support to be put in place for foreseen issues surrounding sensitive topics

- Rules reinforced regularly to ensure expectations are explicit and that lessons remain safe and supportive

- Use of SEND ranges and pupil passports to apply appropriate methods in lessons for particular student needs

- Developing emotional recognition and regulation skills to enhance the ability of SEND students to engage with lesson content, encouraging reflection and providing opportunities to practice and embed these skills within and beyond the curriculum

- SEND students are targeted more frequently for live marking to ensure sufficient progress is made

- Teachers aim to create a supportive environment in ASPIRE classes where students with SEND are encouraged to share their ideas to content where there is 'no wrong answer'

- ASPIRE includes teaching of specific SEND and discrimination faced by those with SEND to expand and deepen the awareness of SEND within all students, for example we cover Disability Awareness, The Equality Act and the protected characteristics, Neurodiversity and learning difficulties

Gender, Identity and Sexual Orientation

The Assistant Headteachers and ASPIRE Curriculum Coordinators will ensure that LGBTQ+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSE, Health Education and PSHCE Education is relevant to them.

Roles and Responsibilities

The Trustees and Local Academy Councils will:

- Monitor the implementation of the policy across all Academies within the Trust
- Monitor student progress to ensure that pupils achieve expected outcomes
- Ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
- Ensure that the subject is well led, effectively managed and well planned.
- Ensure that the quality of the provision is subject to regular and effective self-evaluation.

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy
- The subjects are staffed and timetabled in a way to ensure the Trust fulfils their legal obligations.
- The teaching of RSE, Health and PSHCE Education is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.
- The subject is taught consistently across the Trust and manage requests to withdraw pupils from non-statutory elements of RSE.

The Assistant Headteachers and ASPIRE Curriculum Coordinators will ensure that:

- The curriculum is well planned and resourced, including ensuring that the curriculum is age-appropriate and of high-quality.
- The curriculum compliments, and does not duplicate, the content covered in National Curriculum subjects by working closely with colleagues in related curriculum areas.
- The subject is evaluated and monitored carefully across the Trust to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary.
- Colleagues delivering the programme have the relevant training and feel confident to deliver the programme fully, including helping to develop colleagues' expertise in the subject. In addition, provide reports to the SLT of the effectiveness of the delivery of the subject.
- There is continuity and progression between each year group
- Each school in the Trust meets the statutory requirements in relation to RSE and Health Education, and Careers Education.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in

which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;

- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE, Health and PSHCE Education are unbiased;
- The teaching of RSE, Health and PSHCE Education is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE, Health and PSHCE Education will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of the subject;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

All students are expected:

- to engage fully in RSE, Health and PSHCE Education lessons
- to treat others with respect and sensitivity when discussing issues related to RSE, Health and PSHCE Education.

Parents/Carers: The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of RSE, Health and PSHCE Education;
- Encouraged to participate in the development of RSE, Health and PSHCE Education through a parent voice survey;
- Able to discuss any concerns directly with the Academy.
- Able to request access to all of the teaching resources that are used in the delivery of RSHE curriculum.

Right to withdraw students from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health, living in the wider world or careers & aspirations) delivered as part of statutory RSE. The Trust, before granting any such request, will require the Headteacher/Principal to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child

wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

Working with external agencies

The Trust is aware that working with external partners will enhance the delivery of RSE, Health and PSHCE Education, and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people. Where Academies use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Academies will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

Safeguarding, reports of abuse and confidentiality

The Trust recognises that at the heart of RSE, Health and PSHCE Education, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education. In our Academies, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Training

Staff are trained on the delivery of RSE, Health and PSHCE Education as part of their induction and it is included in our continuing professional development calendar.

The individual schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, Health or PSHCE Education.

Monitoring and Evaluation of the Programme

It is the responsibility of the Assistant Headteachers and ASPIRE Curriculum Coordinators to oversee and organise the monitoring and evaluation of ASPIRE, in the context of the overall school plans for monitoring the quality of teaching and learning. The ASPIRE programme will be treated as a subject

department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the ASPIRE programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Careers data, such as Compass+ tracking data and destination data
- Look scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of ASPIRE programme and inform future planning. Evaluation activities include:

- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, parents, governors
- Student evaluations/pupil voice

Ofsted is required to evaluate and report on personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Parents are welcome to give feedback on any aspect of the RSE, Health and PSHCE Education programme to the Assistant Headteacher and ASPIRE Curriculum Coordinator.

Last Review Date: 01.10.24

Person Responsible: Assistant Headteacher: Student Progression – Southmoor Academy
                          Assistant Headteacher: Personal Development – Sandhill View Academy

APPENDIX 1: RSE, Health and PSHCE Education Content

Statements given from the DfE statutory guidance. This has been mapped to a skill from the PSHE Association (R = RSE, H = Health, L = Living in the Wider World)

A. Statutory Relationships and Sex Education Content (Secondary)

The Trust will continue to develop the knowledge on topics studied for primary schools and in addition cover the following content by the end of the secondary phase:

Key Stages 3 and 4		
Families	Pupils should know: • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • 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. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to the raising of children. • 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.	• KS3 R8: Different types of relationships: those within families, friendships, romantic / intimate relationships / factors that can affect these (age, gender, power and interests) • KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children • KS3 R11: Roles / responsibilities of parents, carers / children in families • KS3 R29: Support services available for themselves and others in unhealthy relationship and how to access them • KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion • KS4 R4: Parenting skills / qualities and central importance to family life (including the implications of young parenthood; making informed choices about parenting inc breastfeeding) • KS4 R7: Awareness of exploitation, bullying, harassment, controlling relationships (including unacceptability of physical, emotional, sexual abuse in teenage relationships, including in group settings such as gangs). Skills and strategies to respond / access support
Respectful relationships, including friendships	Pupils should 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. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage	• KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships) • KS3 L3: Similarities, differences /diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation. Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities • KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations

	(e.g. how they might normalise non-consensual behaviour or encourage prejudice). • 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	• KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships • KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others. • KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support • KS4 R20: to understand and respect others' faith and cultural expectations concerning relationships and sexual activity • KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace
Online and Media	Pupils should know: • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • 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. • that sharing and viewing indecent images of children (including those created by children) is against the law. • how information and data is generated, collected, shared and used online.	• KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn) • KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images) • KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy • KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy • KS3 R38: how sharing of explicit images may constitute serious criminal offence • KS3 L17: Protecting own and others' reputations; r 'on-line presence': personal 'brand' how this can be enhanced or damaged • KS4 R14: sex in the media / impact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism) • KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these

Being safe	Pupils should 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. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).	• KS3 R19: consent and law (legal age of consent for sexual activity, the legal definition, responsibility in law for the seeker of consent to ensure that consent given) • KS3 R20: seeking the consent / be sure that consent has been given; to assertively withhold or withdraw consent • KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion • KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others. • KS4 R8: consent in relevant, age-appropriate contexts • KS4 R9: impact of domestic abuse (where to go for help and support) • KS4 R15: seeking consent / respecting others' right to give, not give or withdraw consent for all types of sexual activity
Intimate and sexual relationships, including sexual health	Pupils should 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. • 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. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including	• KS3 R5: strong feelings and emotions in relationships (inc sexual attraction) • KS3 R15: Different levels of intimacy / consequences • KS3 R16: respect the right not to have intimate relationships until ready • KS3 R17: readiness for sex and the benefits of delaying this • KS3 R21: Contraception (condom pill, more) / communication / negotiation skills for contraceptive use in healthy relationships • KS3 H28: personal and social risks and consequences of substance use / misuse • KS3 R30: Peer pressure / strategies to manage it; recognise 'group think' and strategies for managing it • KS3 H12: How STIs are spread and that barrier contraceptives offer some protection against this • KS4 R2: traits / benefits of positive, strong, supportive, equal relationships • KS4 R18: impact of drugs / alcohol on choices / sexual behaviour • KS4 R21: assess readiness for sex

	keeping the baby, adoption, abortion and where to get further help). • 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. • how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	• KS4 R24: why parents choose to adopt/foster or to place children for adoption/fostering • KS4 R25: abortion, current legal position / range of beliefs and opinions • KS4 R26: help / support for unintended pregnancy, the possible physical and emotional reaction / responses - and where to go for accurate, impartial advice / support • KS4 R27: Fertility levels can vary; can be damaged by STIs and decrease with age • KS4 H6: access reliable sources of info, advice and support for all aspects of physical or mental health (including sexual health services)

Key Stage 5		
Relationship values	Students learn: • R1. how to articulate their relationship values and to apply them in different types of relationships • R2. to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion • R3. to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships	
Forming and maintaining respectful relationships	Students learn: • R4. to manage mature friendships, including making friends in new places • R5. to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online • R6. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy • R7. to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' • R8. to use constructive dialogue to support relationships and negotiate difficulties • R9. to manage the ending of relationships safely and respectfully, including online • R10. to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships	
Consent	Students learn: • R11. to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not • give, or withdraw their consent (in all contexts, including online) • R12. to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent • R13. how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	
Contraception and parenthood	Students learn: • R14. to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age	

	• R15. to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner • R16. how to effectively use different contraceptives, including how and where to access them • R17. to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) • R18. to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
Bullying, abuse and discrimination	Students learn: • R19. to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online • R20. to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships • R21. to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk • R22. to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support • R23. strategies to recognise, de-escalate and exit aggressive social situations • R24. to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon • R25. ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

B. Statutory Health and Wellbeing Content (Secondary)

The Trust will continue to develop the knowledge on topics studied for primary schools and in addition, cover the following content by the end of the secondary phase:

Key Stages 3 and 4		
Mental wellbeing	Pupils should know: • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • common types of mental ill health (e.g. anxiety and depression) • 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 • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	• KS3 H2: personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem • KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment • KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies • KS3 H6: causes / triggers for unhealthy coping strategies: self-harm and eating disorders; recognising when they or others need help, sources of help / strategies for access • KS4 H2: effective use of constructive feedback - difference between helpful feedback and unhelpful criticism • KS4 H3: strategies for managing mental health - stress, anxiety, depression; a broad range of strategies for promoting own emotional wellbeing

		• KS4 H4: traits of emotional / mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
Internet safety and harms	Pupils should know: • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	• KS3 R28: Recognise bullying / abuse / prejudice in all its forms (including online abuse, exploitation and trafficking) and to have the skills / strategies to manage being targeted or witnessing others being targeted • KS3 H18: how media presents young people; recognising impact on body image and health issues from this • KS3 L18: to assess and manage risk in relation to financial decisions that young people might make • KS3 L19: gambling (including on-line) and consequences, why people gamble, and gambling industry influence. Managing pressure or influence to gamble and accessing support • KS3 L20: social and moral dilemmas about money • KS4 R19: managing unwanted attention in a variety of contexts (including harassment and stalking) • KS4 H10: Recognising and managing feelings about/ influences of body image and media's portrayal of idealized / artificial body shapes • KS4 L7: recognising social media can also distort situations or issues; narrow understanding and appear to validate narrow views • KS4 L8: the legal / personal risks associated with sharing intimate images of others and strategies for managing this • KS4 L20 recognising / managing influences on their financial decisions, (risk, planning expenditure, understanding debt / gambling); to access support financial decision-making and concerns
Physical health and fitness	Pupils should know: • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • 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 • about the science relating to blood, organ and stem cell donation	• KS3 H5: mental and emotional health, strategies for managing it; range of healthy coping strategies studied • KS3 H15: importance of and strategies: maintaining balance between work, leisure and exercise • KS4 H3: strategies for managing mental health (stress, anxiety and depression); broad range of strategies for own emotional wellbeing
Healthy eating	Pupils should know: • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	• KS3 H16: what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

		• KS3 H17: what might influence their decisions about eating a balanced diet
Drugs, alcohol and tobacco	Pupils should know: • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions • the law relating to the supply and possession of illegal substances • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • the physical and psychological consequences of addiction, including alcohol dependency • awareness of the dangers of drugs which are prescribed but still present serious health risks • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	• KS3 H25: facts about legal / illegal substances, alcohol (including current government recommendations), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis • KS3 H26: law : supply, use and misuse of legal / illegal substances • KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke • KS3 H29: Safe use of prescribed and over counter meds • KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction' • KS3 H31: accessing local health services and sources of support: smoking cessation services or if concerned about own / others' alcohol or substance use • KS4 H15: short / long-term consequences of substance use / misuse for the health and mental / emotional wellbeing of individuals, families / communities, health risks of second-hand smoke
Health and Prevention	Pupils should know: • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • (late secondary) the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	• KS3 H9: Ways / importance of taking increased responsibility own physical health and personal hygiene • KS3 H10: Purpose / importance of immunisation and vaccination • KS3 H13: physical activity / exercise benefits and importance of sleep KS3 • KS3 H16: a balanced diet and its benefits • KS3 H32: cancer and prevention: healthy lifestyles and testicular self-examination (upper ks3), that childhood and adolescent cancers are rarely caused by lifestyle • KS4 H7: Taking increased responsibility for maintaining and monitoring own health • KS4 H18: checking for cancer (testicular and breast self-examination) and other illnesses, knowing what to do if they are feeling unwell; strategies to overcome worries - a confident user of the NHS
Basic First Aid	Pupils should know: • basic treatment for common injuries • life-saving skills, including how to administer CPR 2	• KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)

	• the purpose of defibrillators and when one might be needed	• KS4 H13: Finding sources of emergency help / how to perform emergency first aid, cardio-pulmonary resuscitation (CPR)
Changing adolescent body	Pupils should know: • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health	• KS3 H7: Managing growth / change as normal aspect of growing up (consolidation and reinforcement of Key Stage 2 learning for puberty, human reproduction, pregnancy / physical / emotional change in adolescence)

Key Stage 5	
Self-concept	Students learn: • H1. skills and strategies to confidently manage transitional life phases • H2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • H3. to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences
Mental health and emotional wellbeing	Students learn: • H4. to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including • managing stress and anxiety • H5. to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching • methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration • for students who are more vulnerable (e.g. personal accounts of weight change).] • H6. to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • H7. to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
Healthy lifestyles	Students learn: • H8. to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and • cervical screening • H9. to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including • vaccination/immunisation' • H10. how to register with and access health services in new locations • H11. to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' • H12. how to maintain a healthy diet, especially on a budget

	• H13. how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
Managing risk and personal safety	Students learn: • H14. to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how • to access it • H15. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • H16. to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance • requirements • H17. to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves • alcohol, drugs, gangs or violent crime
Sexual Health	Students learn: • H18. to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships • H19. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) • H20. how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
Drugs, alcohol and Tobacco	Students learn: • H21. to manage alcohol and drug use in relation to immediate and long-term health • H22. to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking • H23. the impact of alcohol and drug use on road safety, work-place safety, reputation and career • H24. the risks of being a passenger with an intoxicated driver and ways to manage this

C. Non-statutory Living in the Wider World content (Secondary)

Key Stages 3 and 4		
Managing Online	Pupils will know: • how to stay safe online and what is means to be digitally literate • what is a digital footprint and how this can affect your future pathways. • what is the difference between virtual and real friends. • how to share information safely online • about the different forms of cyber crime, including online abuse, hate content, hacking, phishing, malicious software and trolling.	• KS3 L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity • KS3 L24. to understand how the way people present themselves online can have positive and negative impacts on them • KS3 L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

		• KS4 L22. that there are positive and safe ways to create and share content online and the opportunities this offers • KS4 L23. strategies for protecting and enhancing their personal and professional reputation online • KS4 L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and event • KS4 L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this • KS4 L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this • KS4 L27. strategies to critically assess bias, reliability and accuracy in digital content
Money matters	Pupils will know • what the differences are between needs and wants • how to make the most of their money, including spending, ways to pay, budgeting, keeping track of their money, how to find value for money and knowing their rights. • the value of saving and the different methods of saving money • how money management also relates to mental health • about loans and interest and how to make informed choices with regards to money management. • how to avoid debt and what the difference is between manageable and unmanageable debt. • how to understand the importance of finance in the working world, including earnings, payslips, Tax and National Insurance, self-employment, methods of payment, income tax, pensions and low income support.	• KS3 L16. about values and attitudes relating to finance, including debt • KS3 L17. to manage emotions in relation to money • KS3 L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams • KS4 L16. how to effectively budget, including the benefits of saving • KS4 L18. to recognise and manage the range of influences on their financial decisions • KS4 L20. the skills to challenge or seek support for financial exploitation in different contexts including online • KS4 L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
British Values and Living in Modern Britain	Pupils will know • what the British Values are (democracy, rule of law, individual liberty, mutual respect and tolerance). • why it is important to promote the British Values • which religions are practised in Britain and how these religions are different or similar.	• KS3 L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours • KS4 L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

	• how to understand what is extremism and what does it mean by radicalisation, including understanding religious conflict. • how understand what morals and ethics are • the importance of protecting the environment and about animal rights. • the difference between wealth and poverty	• KS4 L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern
Rights and Responsibilities	Pupils will know • how the UK Government system works, and what the key roles are in the Government, including how decisions are made. • how the judicial system is important and how this works in Britain. • the importance of law and order, particularly focussing on knife crime, county lines and ASB.	
Risk and Reward	Pupils will know • how to assess risk and think about their attitudes towards risk. • about investments and where to make good and bad investments. • about the world of gambling and the risk associated with gambling. • why insurance is important and the value of investing in insurance. • what is means by statutory rights and what the role of industry regulators are.	• KS3 L15. to assess and manage risk in relation to financial decisions that young people might make • KS3 L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • KS4 L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks • KS4 L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

Key Stage 5	
Choices and pathways	Students learn: • L1. to be enterprising in life and work • L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills • L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities • L4. the implications of the global market for their future choices in education and employment
Work and career	Students learn: • L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities • L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews • L7. how to recognise career possibilities in a global economy

Employment rights and responsibilities	Students learn: • L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' • L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols • L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection • L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation • L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
Financial choices	Students learn: • L13. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) • L14. to understand and manage salary deductions including taxation, national insurance and pensions • L15. to evaluate savings options • L16. to exercise consumer rights, including resolving disputes and accessing appropriate support • L17. to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice • L18. to evaluate the potential gains and risks of different debt arrangements and repayment implications • L19. to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
Media literacy and digital resilience	Students learn: • L20. to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate • L21. to effectively challenge online content that adversely affects their personal or professional reputation • L22. to build and maintain a positive professional online presence, using a range of technologies • L23. how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this • L24. to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation • L25. when and how to report or access help for themselves or others in relation to extremism and radicalisation

Careers and Aspirations content is covered in the Careers Policy and Programme of Study.

APPENDIX 2: Southmoor Academy - RSE, Health & PSHCE Education (ASPIRE)

KEY STAGE THREE

	SEPTEMBER - FEBRUARY			FEBRUARY - JULY		
	RSE & HEALTH	**LIVING IN THE WIDER WORLD**	**CAREERS & ASPIRATIONS**	**RSE & HEALTH**	**LIVING IN THE WIDER WORLD**	**CAREERS & ASPIRATIONS**
YEAR 7	*Healthy Lifestyle* • Introduction to Personal Development • Managing puberty • Personal hygiene • Healthy lifestyles: diet, exercise, healthy choices, risks of alcohol, tobacco and other substances • What makes a good friend? • Online friendships	*Managing Online & Money Matters* • Saving and managing money: savings, interest, accounts, money and mental health • Making the most of your money: Spending - ways to pay, budgeting, keeping track, value for money, know your rights • Staying safe online • Smart phone addiction • Social media influences	*Self-Awareness, Skills & Introduction to Higher Education* • Life map influencers • Thinking about the future • Job families • Why people work • Different types of jobs • Enterprise skills and introduction to careers • Importance of happiness	*All about people* • Self-esteem including body image • Healthy relationships & love: family life, friendships and romance • Consent & boundaries: issues of unwanted contact • Bullying: Diversity and prejudice (including cyber bullying) • Understanding sexuality & gender	*British Values & Modern Britain* • British Values (Democracy, rule of law, individual liberty, mutual respect, tolerance) • Proud to be British: understanding modern Britain - what religions are practiced? How are they similar and different? • Politics and Parliament • Extremism & hate crime • The radicalisation process • Disability awareness	*Introduction to Higher Education* • Qualifications & pathways • What is university life like? • Who goes to university? • What can you study? • Why go to university? • University lingo & locations • Progression routes to graduate careers • League tables & the Russell Group
YEAR 8	*Growing up* • Tackling gender based discrimination:	*Safety in the Virtual World & Personal Finance* • Digital footprints • Virtual or real friends?	*The World of Work & Employment* • Labour market information	*Exploring Sex* • Pressure, influence & consent:	*Understanding Modern Britain* • What is morality • Morals & Ethics	*What is Enterprise?* • Start up success: Enterprise in action

	• homophobia, transphobia and sexism • Managing change and loss • Prejudice and discrimination: Tackling racism and religious discrimination, promoting human rights • Islamophobia • Substance abuse: Alcohol and drug misuse	• Sharing information online • Cyber bullying: cyber crime, online abuse, hate content, hacking, phishing, malicious software, trolling • Borrowings and savings: What are savings, loans, and interest? Borrowing, debt, repayment, APR, making informed choices, borrowing products, manageable and unmanageable debt.	• 21st Century jobs and changing patterns of employment • Stereotypes at work: Challenging career stereotypes • Equal opportunities • What are human rights?	Managing peer influencers, consent • Sexual harassment • Understanding safe sex: Introduction to contraception including condom and the pill • FGM & Breast Ironing	• Abortion Laws & morals • Animal rights • Peace war and conflict • Homelessness	• Social action & environmental issues • Enterprise Challenge- location & landmarks, design & layout, decisions & pricing, presenting the product • Employability skills (reflection): teamwork, communication etc
YEAR 9	***Pressures facing young people today*** • Peer pressure & gang crime: assertiveness and risk, • Illicit substances: managing peer pressure in relation to illicit substances • Substance abuse: • Assessing the risks of drug and alcohol abuse and addiction • Party drugs • Smoking and vaping: The risks of tobacco & vaping • What it means to be a man: Toxicity in	***Finance in the World of Work*** • Earning money • Exploring a payslip: • Income tax and National Insurance contributions, Pensions • Self-employment • Team work • State benefits: Methods of payment, Low-income support	***Developing my future pathway*** • Careers & opportunities: Routes to employment • Employability & transferable skills • GCSE options: Subject choices for GCSEs • Post 16 options: Introduction to post-16 opportunities: 6th Form, T Levels, Apprenticeships, FE colleges, training providers. • Planning for the future	***Staying healthy*** • Managing conflict: at home and dangers of running away from home. • First aid: Responding in an emergency situation • Consent & the law: Healthy relationships and consent, Coercion and control • STI's: The risks of STIs • Pornography	***Rights and Responsibilities*** • Law making in the UK: The UK Government & Parliament • Crime, law & society: • Prison, reform & punishment: Crime and Punishment, including the judicial system • County lines- who is at risk: Law and order • Knife crime • Anti social behaviour	***Exploring Higher Education*** • How does university work: Student life: accommodation, campus life, making friends • Exam stress & time management • Financial management, independent living & student debt • Seeking support & advice: support networks • Organ donation & blood donation

| | men & masculinity linked to mental health | | • Achieving my careers goals: SWOT analysis. | | | |

KEY STAGE FOUR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	RSE & HEALTH	CAREERS & ASPIRATIONS	LIVING IN THE WIDER WORLD	RSE & HEALTH	CAREERS & ASPIRATIONS	LIVING IN THE WIDER WORLD
	Social Behaviours	*Preparing for the Workplace*	*Online security and fraud*	*Managing change*	*Making an application*	*Risk & Reward*
YEAR 10	• Self esteem: Exploring the influence of role models • Exploring human rights: British values, human rights and community cohesion • Extremism: Challenging extremism and radicalisation • Mental health & tackling stigma • Drug use: Evaluating the social and emotional risks of drug use • Modern day slavery	• Health & safety at work • Applying for a work experience placement: how to apply, applying in writing, Preparation for work experience • Interview skills	• Personal branding: Managing your "personal brand" online • Identity theft & keeping data safe online: accessing support for concerns relating to life online • Online fraud & the dark web: fake emails, online security • Money mules • GDPR	• Domestic abuse & domestic violence • Forced marriage • Healthy relationships: Tackling relationship myths & expectations, Personal values & assertiveness in relationships, Managing romantic relationship challenges including break-ups • Challenges of parenthood: Understanding different families and learning parental skills • Sexting & nudes	• Rights, responsibilities & equality at work: Breaking the glass ceiling - equal opportunities, Tackling discrimination in the workplace • CV writing & Personal statements • Exploring routes & the future: Progression routes	• Getting ready for the workplace • Debrief, evaluation and mock interview • The risks of gambling: attitudes to risk, assessing risk, investments, gambling, protecting yourself, insurance, statutory rights, industry regulators

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	**RSE & HEALTH**	**CAREERS & ASPIRATIONS**	**LIVING IN THE WIDER WORLD**	**RSE & HEALTH**	**LIVING IN THE WIDER WORLD**	
	Mental Health	*Applying for Post 16 Pathways*	*Communities in Britain*	*Safe sex & safer bodies*	*Lifelong learning & Independence*	
	• Mental health & exam stress: tackling stigma • Dealing with stress using study skills: Coping with Stress and revision strategies	• Planning for the next steps: Post-16 progression routes • Careers, courses & qualifications • Planning a personal statement • Post 16 options: applying for post-16 education or training	• Traveller community explore: Discrimination faced by communities including Traveller communities • Culture & diversity: Refugees, immigrants, and foreign aid surrounding war and conflict	• Festival drugs • Checking for cancers: safe bodies	• Dealing with exam stress & anxiety: Self-regulation and management • Time management & technology: Lifelong skills and planning for the future • Insta, youtuber life vs real life	

KEY STAGE FIVE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 12	**RSE & HEALTH**	**LIVING IN THE WIDER WORLD**	**CAREERS & ASPIRATIONS**	**RSE & HEALTH**	**LIVING IN THE WIDER WORLD**	**CAREERS & ASPIRATIONS**
	Health & Wellbeing	*Life Beyond School*	*Next Steps*	*Staying Safe Online and Offline*	*Celebrating Diversity and Equality*	*Making an application*
	• Dealing with depression • Stress, Athletes and Performance • Dealing with Anxiety • Paranoia, Fear and Anxiety • Sleep Hygiene and Mental Health	• Trade unions • UK Tax System Explained • Mobile Banking, Building Societies and Money • P45+P60 Types of Employment • Different types of debt	• Applying for work experience • CV Writing • Post-18 Options • Planning for the Future • Interview Preparation	• Drugs and their classifications • Drugs and their effects • LSD Drugs Education • MDMA Ecstasy • SPICE – Synthetic Cannabinoids • Alcohol and society • Substance Misuse	• LGBT (Equality in the UK) • Toxic Masculinity (peer pressure and influence) • Dealing with my anger • What is cancer? • Stem Cell Research and Medical Ethics	• Writing a Personal Statement • Making Applications • UCAS system • Apprenticeship applications • Employment

	• Promoting Emotional Wellbeing • Resilience and Growing Up • Healthy Eating	• Multiple Income Sources and State Benefit System • Understanding insurance			• Why not to carry a knife • Immunization and vaccination • Tooth decay and dental health	

Students will select their own Aspire curriculum from the range of the lessons/content above

Students will receive bi-weekly lectures from a number of external providers/guest speakers, some of which will be selected by the students

Independent project-based learning
- 6 different independent projects from the following categories:
  Debate, Employment, MOOC, Study Skills. Financial, Independent Living, Presentation, Wider-School, Community & Charity, Current Affairs

YEAR 13	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS	RSE & HEALTH	LIVING IN THE WIDER WORLD	
	Intimate Relations & Sexual Health	*Personal Finance*	*Online reputation*	*Mental wellbeing*	*Drugs, Tobacco, and Alcohol*	
	• Fertility • Alcohol, Parties and Bad choices • Importance of sexual health • Contraception revisited • Porn and its impact on society • Respect Love and Relationships • STIs revisited • Menstrual charting	• Inflation, Money, and Careers • Value for Money & Making More • Going Abroad and understanding Foreign Currency • Managing a household budget • Payment methods used in the UK • Borrowing money and the Risks (debt) • Foreign Exchange rates	• Personal Branding • Online reputation & digital footprints • Time management • Keeping data safe • Entrepreneurship • Dealing with exam stress and Anxiety	• Improving body image • Causes of mental health • Looking after health and wellbeing • Stress – Life events, sleep, and exercise • Stress – balancing stress and relaxation • Physical health & wellbeing	• Cannabis products • New psychoactive substances (old legal highs) • Festivals and Nitrous Oxide • Drugs and their classifications • Drugs and the war on drugs • Crack cocaine, heroin and GHB	

Students will select their own Aspire curriculum from the range of the lessons/content above

Students will receive bi-weekly lectures from a number of external providers/guest speakers, some of which will be selected by the students

Independent project-based learning
- 5 different independent projects from the following categories:
  Debate, Employment, MOOC, Study Skills. Financial, Independent Living, Presentation, Wider-School, Community & Charity, Current Affairs

APPENDIX 3: Sandhill View Academy - RSE, Health & PSHCE (ASPIRE)

KS3	TERM 1.1	TERM 1.1	TERM 1.1	TERM 1.1	TERM 1.1	TERM 1.1
	SMSC	RE	SMSC	RE	SMSC	RE
YEAR 7	Diet, Hydration, Exercise, Sleep, Puberty, Personal Hygiene	What it means to be an atheist, theist and agnostic. The difference between polytheism and monotheism and humanism.	Mental Health, Self-esteem, Positivity, Resilience, Gender Identity, Personal Branding	The core beliefs Christians follow, including the Trinity. The places of worship and their meaning to Christians. The influence of Jesus and the Bible on Christians practice. Christian responsibilities. (This will be re-approached at Y10-11)	Family, Friendship, Virtual or Real Friends, Maintaining Relationships, Coping with Loss, Assertive Communication	The key beliefs of Judaism and how they worship both in Britain and around the world. The importance of the Torah and the Tenakh. Different ways Jewish people practice (orthodox, progressive). How Jewish people live out their religion and their sense of identity within their communities. Jewish responses to the Holocaust.
YEAR 8	National Identity, Constitutional Monarchy, Democracy, Welfare State, Immigration, Multiculturalism	The key beliefs of Islam e.g. The Fiver Pillars. The importance of the Qur'an to Muslims. Islamic celebrations and their origin. Different interpretations of Islam (Sunni, Shi'a). The challenges Muslims face today.	British Values (overview), Democracy, Rule of Law, Individual Liberty, Mutual Tolerance and Respect, Ethics and Morals	Christian ideas, e.g. resurrection, the difference in Christian interpretations of the Bible about death. Purgatory, heave & hell. Muslim ideas about paradise e.g. Akhirah and the day of judgement. The Qur'an and its statements and interpretations about death. Buddhist teachings on Samsara. Humanist ideas e.g. this life is all there is.	Alcohol and Smoking, Vaping, Medicine and Recreational Drugs, OTC Medication, Drug Addiction, Video Game Addiction	Responses to Sikhism and suffering. Old Testament accounts of why people suffer e.g. Job. The philosophical approach e.g. why would God allow suffering? Humanist approaches to suffering

YEAR 9	Women's Rights, Toxic Masculinity, Discrimai9nation and racism, Radicalisation and Extremism, FGM, Animal Rights	Who was Buddha and Buddhist key beliefs. Buddhism around the world and different branches of Buddhism e.g. Mahayana and Theravada Buddhists. The influence of the 4 sights on Buddhist practices. The teachings of Buddha and how Buddhism is celebrated around the world.	Human Rights, Climate Change and Pollution, Recycling, Child Labour, Modern Slavery, Crime and Punishment	Understanding the consensus and national statistics and see why people record themselves as non-religious. Understanding the Unbelief Report – understanding explanations of non-religious people. Understand the identity of people who are spiritual but non-religious Explore Humanist beliefs. Agnostic and atheists who seek to persuade people to look at the falsehood of beliefs.	Digital Literacy, Digital Footprints, Online Sharing, Online Data Protection, Reporting Online Threat, Media Literacy	Key terms such as, ethics, morality. Where people get moral values from e.g. society, family, conscience. Christianity – Teachings of Jesus Inc. biblical scripture Sikhism – service to others regardless s of colour, class or creed. Islam – teachings of the Qur'an Non-religious – comparing between religious rules and non-religious, similarities/differences.
KS3	**TERM 1.1**	**TERM 1.1**	**TERM 1.1**	**TERM 1.1**	**TERM 1.1**	**TERM 1.1**
YEAR 10	Apprenticeships, 6th Form, College or T-Levels, University, Employment or Self-Employment, Career Stereotypes, Workplace Equality	What does religion teach people about peace and justice? Forgiveness, reconciliation and different forms of protest (violent & peaceful protests) Why people go to war and the difference between war and terrorism.	Road Safety, Gambling and Addiction, Cosmeic and Aesthetic Procedures, Gang Crime, Money Mules, Identity Theft and Fraud	Religious war, holy war and just war – looking at and deciding what is morally right. The consequences of war on victims and how religions help victims of war. Weapons of mass destructions and their impact. Religious attitudes. The role of religion and beliefs in war including, peacekeeping in 21st Century conflicts.	Earning Money, Saving, Payment and Interest, Income Support and Pensions, Wants and Needs, Planning for the Future	Different views of science and religious views on a varied number of topics including, The value of Human life, the importance of the world. Animal rights and climate change.

| YEAR 11 | Next Steps, 21st Century Jobs, LMI, Health & Safety in the Workplace, Confidentiality in the Workplace, Healthy Work/Life Balance | Different views of science and religious views on a varied number of topics including,

The value of Human life, the importance of the world.

Animal rights and climate change. | Positive Menatl Health, Healthy Brain (Diet, Hydration, Exercise, Sleep), Growth Mindset. | Reasons for and against abortion and thinking about those who are involved.

Religious attitudes to abortion

Euthanasia and people's right to die. Including religious perspectives.

Christians responses to hospices.

Religious attitudes to death and the afterlife. | | Sex marriage and divorce.

Opinions on whether sexuality is fixed or fluid.

Sexual relationships before and outside of marriage and religious attitudes to these.

Contraception and family planning.
The purpose of marriage both non-religious and religious attitudes. |