

Key Stage 3 PSHE/RSE

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

<p>(Year 7) Pupils should Know...</p>	<p><u>Health & well-being</u> <u>Mental health & emotional well-being</u></p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p>
<p>(Core knowledge and concepts to be learned)</p>	<p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these.</p>	<p>To list their strengths, interests, skills, qualities and values and how these develop to a chosen career.</p> <p>To recognise the importance of setting realistic yet ambitious targets and goals.</p>	<p>Identifying a range of legal and illegal drugs, their risks and effects.</p> <p>To understand the effects, risks and law relating to cannabis.</p> <p>To understand the risk of volatile substance abuse.</p>	<p>To learn 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.</p> <p>To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online,</p>	<p>The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</p> <p>The benefits of physical activity and exercise for physical and mental health and wellbeing.</p> <p>The importance of sleep and strategies to maintain good</p>	<p>To explore study, organisational, research and presentation skills.</p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To assess and manage risk in relation to financial decisions that young people might make.</p>
	<p><u>Relationships</u> <u>Positive relationships</u></p> <p>Different types of relationships, including those within families,</p>	<p>To learn about young people's employment rights and responsibilities</p> <p><u>Relationships</u></p>	<p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>The characteristics of abusive behaviours, such as grooming,</p>			<p><u>Relationships</u> <u>Social influences</u></p>

	<p>friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>Indicators of positive, healthy relationships and unhealthy relationships, including online.</p>	<p><u>Forming and maintaining respectful relationships</u></p> <p>To learn how to safely and responsibly form, maintain and manage positive relationships, including online.</p> <p>To identify the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).</p> <p>To further develop and rehearse the skills of team working.</p> <p>To further develop the skills of active listening, clear</p>	<p>sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.</p> <p>. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p>	<p>including on social media.</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>To learn that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>To understand how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>To recognise that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should</p>	<p>quality sleep.</p> <p>Recap the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>. To clarify and develop personal values in friendships, love and sexual relationships</p>	<p>To recognise peer influence and to develop strategies for managing it, including online.</p> <p>The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p>
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		communication, negotiation and compromise		always be respected. To learn the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.		
Pupils should be able to do... (Skills being developed)	<p><u>Health & well-being</u> <u>Mental health & emotional well-being</u></p> <p>Describes how to manage their feelings in different situations</p> <p>Describes how to resolve a difficult situation after experiencing negative emotions which may impact on behaviour</p> <p><u>Relationships</u> <u>Positive relationships</u></p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>Explores what would happen if they or other people did not accept their responsibilities</p> <p>Identifies their responsibilities and how they have changed</p> <p>Actively participates in conversations and discussions staying on topic</p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>Outlines factual information concerning legal and illegal substances, including alcohol and tobacco.</p> <p>Identifies some risks involved with substance use and misuse</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>Describes how to</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>Evaluates how trustworthy digital content is</p> <p>Explains why they should only give personal email address, mobile number and contact details to people they trust</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc. puberty & sexual health.</u></p> <p>Creates a plan for healthy living involving diet, exercise and rest</p> <p>Discusses how different lifestyle choices can affect long- or short-term health.</p> <p>Explains the different aspects to being fit</p> <p>Recognises what influences their</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>Asks pertinent questions designed to extend or develop ideas, understanding or knowledge</p> <p>Clarifies their ideas and decisions by discussion</p> <p>Demonstrates convincing opinions/delivery</p> <p>Develops understanding through speech,</p>

	<p>Recognises the core values of life within a family</p> <p>Discusses what they can offer in a friendship</p> <p>Describes the benefits of different types of relationships</p> <p>Outlines the behaviours they expect from others and from themselves in a variety of good relationships</p>	<p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u> Outlines the behaviours they expect from others and from themselves in a variety of good relationships</p> <p>Recognises that people met online are still strangers.</p> <p>Outlines the features of a positive and a negative relationship, e.g. honesty, control</p> <p>Outlines strategies to aid communication within different relationships e.g. negotiation</p>	<p>challenge behaviour that they do not want or like</p> <p>Describes simple ways to avoid peer pressure</p> <p>Identifies how to seek the consent of another person and be sure that consent has been given</p> <p>Lists rights and responsibilities within different relationships</p>	<p>Identifies how to seek the consent of another person and be sure that consent has been given</p> <p>Identifies strategies to withhold or withdraw consent</p> <p>Suggests what type of help different people can offer, e.g. member of staff, nurse, family doctor, sexual health worker</p> <p>Recognises the core values of life within a family</p> <p>States what they value in their family unit</p>	<p>choices about sleep and what they eat</p> <p>Identifies their responsibilities to their own personal hygiene</p> <p>Recognises different terminology for masturbation</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>Identifies how some relationships can change over time, e.g. friendship</p> <p>Outlines how to demonstrate assertiveness in different situations</p> <p>Describes needs within relationships, e.g. trust</p>	<p>exploring more complex ideas or hypothesis in extended discussions</p> <p>Demonstrates understanding of what has been said and is clear in responses, including identification of key points</p> <p>Describes a range of financial products available to them, e.g. accounts, warranties, insurance</p> <p>Recognises ways in which they are influenced to spend money</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>Outlines the behaviours they expect from others and from themselves in a variety of good relationships</p>
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Key terminology	Healthy Unhealthy Relationships Mental health Strategies Emotions Intimacy	Career Qualifications Ambitious Employment Communication Respectful Compromise	Legal Illegal Drugs Alcohol Cannabis Volatile substance abuse	Media Perception Information sharing Boundaries Anonymity Privacy Marriage	Sleep Puberty Menstruation Erections Wet dreams Friendships Love	Strengths Interests Skills Qualities Peer Support Pressure

	Romantic		Abusive Grooming Sexual harassment Violence Exploitation	Civil partnerships Consent Coerced Respect	Values	
<p>Year 8</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>Health & wellbeing</u> <u>Mental health & emotional well-being</u> The link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns.</p> <p>Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p><u>Relationships</u> <u>Positive relationships</u></p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>To review their strengths, interests, skills, qualities and values and how to develop them.</p> <p>To learn about routes into work, training and other vocational and academic opportunities, and progression routes.</p> <p>To learn about the benefits of setting ambitious goals and being open to opportunities in all aspects of life.</p> <p><u>Relationships</u> <u>Forming and</u></p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>To explore different situations involving legal and illegal drugs.</p> <p>To consider the physical, emotional and social effects of using drugs.</p> <p>To be aware of the risks involved in drugs use and how to get help, advice and support in drug related situations.</p> <p>To consider the physical, social and financial effects of smoking and using tobacco including vapes.</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>To learn the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.</p> <p>To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views.</p> <p>To understand how the way people present themselves online can have positive and</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>To recognise and manage what influences their choices about physical activity.</p> <p>The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.</p> <p>To learn strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>To set realistic yet ambitious targets and goals.</p> <p>To learn the skills and attributes that employers value.</p> <p>To learn about values and attitudes relating to finance, including debt.</p> <p>To manage emotions in relation to money.</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>To recognise that the need for peer approval can generate feelings of</p>

	<p>About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>The difference between biological sex, gender identity and sexual orientation.</p> <p>To recognise that sexual attraction and sexuality are diverse</p>	<p><u>maintaining respectful relationships</u></p> <p>To learn strategies to identify and reduce risk from people online that they do not already know; when and how to access help.</p> <p>To develop ways to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>To develop conflict management skills and strategies to reconcile after disagreements.</p>	<p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>To learn the impact of stereotyping, prejudice and discrimination on individuals and relationships.</p> <p>To learn about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice.</p>	<p>negative impacts on them.</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>To learn about the law relating to sexual consent.</p> <p>To understand the impact of sharing sexual images of others without consent</p> <p>To learn how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p>To learn the roles and responsibilities of parents, carers and children in families</p>	<p><u>Relationships</u> <u>Relationship values</u></p> <p>To learn the importance of trust in relationships and the behaviours that can undermine or build trust.</p>	<p>pressure and lead to increased risk-taking; strategies to manage this.</p> <p>To learn about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours.</p>
<p>Pupils should be able to do...</p>	<p><u>Health & wellbeing</u> <u>Mental health & emotional well-being</u></p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol</u></p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc. puberty & sexual health.</u></p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p>

(Skills being developed)	<p>Identifies ways of avoiding situations they find difficult.</p> <p>Outlines what factors affect their and confidence</p> <p><u>Relationships</u> <u>Positive relationships</u></p> <p>Describes the benefits of different types of relationships</p> <p>Describes the importance of respecting differences, e.g. in sex, gender or sexuality</p>	<p>Recognises their personal strengths and how this affects their self-esteem and confidence.</p> <p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p> <p>Explains how to set privacy settings</p> <p>Explains how to use blocking and deleting tools.</p> <p>Describes solutions to a variety of interrelationship problems</p> <p>Explores problems by looking at the viewpoint of both parties</p> <p>Explores the language of conflict and</p>	<p><u>& tobacco.</u></p> <p>Identifies how to safely use over the counter or prescribed medicines</p> <p>Understands that the misuse of drugs can effect human behaviour, health and life process</p> <p>Understands how first- and secondhand smoke can affect their health</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>Accepts others' choices, in terms of beliefs, social and sexual preferences</p> <p>Defines 'prejudice' and gives examples of where this could appear</p> <p>Describes simple ways to avoid stereotyping</p>	<p>Explains why they would accept or invite someone as a friend on a social network</p> <p>Lists positive and negative aspects of social media</p> <p>Demonstrates understanding of the need to stay safe and to respect others when using social media.</p> <p>Evaluates a range of social media profiles to analyse the message they are portraying about the individual.</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>Recognises that, in the eyes of the law, all people need be consensual and over</p>	<p>Recognises what influences their choices about exercise</p> <p>Plans for a healthy week which includes a range of physical and mental elements</p> <p>Outlines things that may trigger unhappiness</p> <p>Identifies ways of improving their mood</p> <p>Knows the main changes which take place in males and females, and the implications for emotional and physical health</p> <p><u>Relationships</u> <u>Relationship value</u></p> <p>Identifies people who try to influence them and who they</p>	<p>Outlines different beliefs, opinions and values when exploring a range of issues and topics</p> <p>Differentiates between manageable and unmanageable debt</p> <p>Demonstrates understanding of the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>Recognises situations where saving is appropriate to manage income</p> <p>Outline ways to manage setbacks and disappointments.</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>Recognises what</p>
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		resolution		<p>16 years old in order to have sexual intercourse</p> <p>Explains how to be sure that someone has given consent to have sex, e.g. not under the influence of drink or drugs</p> <p>Identifies the law in relation to sexual activity for young people and adults</p> <p>Explains the importance of communicating safely and respectfully online</p> <p>Knows that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>Explains what acceptable and</p>	<p>try to influence</p> <p>Knows how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn</p> <p>Outlines the difference between persuasion and coercion</p> <p>Outlines their right of privacy within different relationships</p> <p>Recognises what influences their behaviour and values</p> <p>Recognises when someone is being pressured or coerced into a situation or action and outlines</p>	<p>influences their behaviour and values</p> <p>Knows that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>Outlines how the criminal justice system deals with young people</p>
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				<p>unacceptable behaviour looks like when using technologies and online services</p> <p>Describes what they feel good parenting looks like</p> <p>Recognises the variety of ways parents and carers meet the needs of babies and children</p>	strategies to combat this	
Key terminology	<p>Mental health</p> <p>Stigma</p> <p>Misconceptions</p> <p>Resilience</p> <p>Similarities</p> <p>Differences</p> <p>Diversity</p> <p>Culture</p> <p>Sexual orientation</p> <p>Gender identity</p> <p>Biological</p> <p>Sexuality</p> <p>Sexual attraction</p>	<p>Disagreements</p> <p>Skills</p> <p>Ambition</p> <p>Respect</p> <p>Vocational</p> <p>Academic</p> <p>Strategies</p> <p>Reconciliation</p>	<p>Bullying</p> <p>Abuse</p> <p>Discrimination</p> <p>Prejudice</p> <p>Social</p> <p>Pressure</p> <p>Financial</p> <p>Physical</p> <p>Sexism</p> <p>Homophobia</p> <p>Biphobia</p> <p>Transphobia</p> <p>Racism</p> <p>Ableism</p> <p>Faith based prejudice</p>	<p>Responsibility</p> <p>Pressure</p> <p>Consent</p> <p>Sexual consent</p> <p>Legal age</p> <p>Indecent images</p> <p>Blackmail</p> <p>Sexual violence</p> <p>Consent</p> <p>Law</p>	<p>Trust</p> <p>Physical changes</p> <p>Mental changes</p> <p>Nutrition</p> <p>Menstrual wellbeing</p> <p>Puberty</p>	<p>Finance</p> <p>Debt</p> <p>Emotions</p> <p>Money</p> <p>Gangs</p> <p>Approval</p> <p>Risk taking</p>
Year 9 Pupils should	<u>Health & wellbeing</u> <u>Mental health &</u>	<u>Living in the wider world</u>	<u>Health & wellbeing</u> <u>Managing risk and</u>	<u>Living in the wider world.</u>	<u>Health & wellbeing</u> <u>Healthy lifestyles inc</u>	<u>Living in the wider world.</u>

<p>know... (Core knowledge and concepts to be learned)</p>	<p><u>emotional well-being</u></p> <p>Recognising and evaluating a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support.</p> <p>The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible*</p> <p><u>Relationships</u> <u>Positive relationships</u></p> <p>That marriage is a legal, social and emotional commitment that</p>	<p><u>Choices, pathways, work and careers.</u></p> <p>Learn about the options 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.</p> <p>To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations.</p> <p>To identify different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work.</p>	<p><u>personal safety including drugs, alcohol & tobacco.</u></p> <p>To explore different attitudes to drugs, their risks and effects.</p> <p>To understand the law in relation to drug use and consider the consequences of breaking the law.</p> <p>To understand the risks associated with binge risks.</p> <p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>The need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p><u>Media literacy and digital resilience</u></p> <p>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>To learn 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.</p> <p>To learn ways to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms.</p> <p><u>Relationships</u> <u>Consent.</u></p>	<p><u>puberty & sexual health.</u></p> <p>To understand what might influence decisions about eating a balanced diet and strategies to manage eating choices.</p> <p>To learn the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>To learn about the purpose, importance and different forms of</p>	<p><u>Learning skills & financial choices</u></p> <p>To learn the skills and qualities required to engage in enterprise.</p> <p>To learn the importance and benefits of being a lifelong learner.</p> <p>To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>To recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>To learn strategies to manage pressure to join a gang, exit strategies and how to access appropriate</p>
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	<p>should be entered into freely, and never forced upon someone through threat or coercion.</p> <p>how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	<p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p> <p>To learn how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships.</p> <p>To understand the effects of change, including loss, separation, divorce and bereavement.</p> <p>To learn to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p> <p>To learn about the services that are available to support healthy relationships and manage</p>		<p><u>contraception and parenthood.</u></p> <p>To gauge readiness for sexual intimacy.</p> <p>To recognise that intimate relationships should be pleasurable.</p> <p>To identify the risks related to unprotected sex</p> <p>To recognise the consequences of unintended pregnancy, sources of support and the options available.</p>	<p>contraception; how and where to access contraception and advice.</p> <p>To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs).</p> <p><u>Relationships</u> <u>Relationship values</u></p> <p>To evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p>	<p>support.</p> <p>To identify motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon.</p>
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		unhealthy relationships and how to access them.				
<p>Pupils should be able to do... (Skills being developed)</p>	<p><u>Health & well-being</u> <u>Mental health & emotional well-being</u></p> <p>Describes how to respond emotionally to a range and depth of feelings</p> <p>Describes links between self-image and eating disorders</p> <p>Knows how to evaluate whether their activities have a positive or negative effect on their own or others' mental health</p> <p><u>Relationships</u> <u>Positive relationships</u></p>	<p><u>Living in the wider world</u> <u>Choices, pathways, work and careers.</u></p> <p>Suggests what can happen when people, communities or countries do not share the same values</p> <p>Demonstrates understanding of the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p>	<p><u>Health & wellbeing</u> <u>Managing risk and personal safety including drugs, alcohol & tobacco.</u></p> <p>Demonstrates understanding of the effects of recreational drugs on behaviour, health and life processes</p> <p>Identifies some of the physical and psychological consequences of addiction</p> <p>Knows 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</p>	<p><u>Living in the wider world.</u> <u>Media literacy and digital resilience</u></p> <p>Evaluates a range of social media profiles to analyse the message they are portraying about the individual</p> <p>Outlines ways to respectfully challenge a value they disagree with</p> <p>Explores the importance of their online reputation and ways to limit damage or negative issues relating to it</p> <p>Identifies ways to protect their online identity and privacy</p> <p>Identifies some of the</p>	<p><u>Health & wellbeing</u> <u>Healthy lifestyles inc puberty & sexual health.</u></p> <p>Knows characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</p> <p>Knows about dental health and the benefits of good oral hygiene and dental flossing, healthy eating, regular checkups</p> <p>Knows about</p>	<p><u>Living in the wider world.</u> <u>Learning skills & financial choices</u></p> <p>Gives short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>Identifies issues associated with payday loans, doorstep lending, etc.</p> <p>Makes informed choices to compare prices for best value for money in a range of services and goods they use</p> <p>Identifies and clearly explains how the use of technology can impact on society from the perspective of social, economic,</p>

	<p>Identifies factors upon which a successful loving union (marriage, civil partnership, etc.) may depend</p> <p>Knows why marriage and civil partnerships are an important relationship choice for many couples and why they must be entered into freely</p> <p>Recognises the difference between real-life relationships and those found online</p> <p>Describes how to respond appropriately to the influence and pressures of sexual behaviour</p> <p>Outlines the safe use of technology, exploring pressure to share images or</p>	<p><u>Relationships</u> <u>Forming and maintaining respectful relationships</u></p> <p>Identifies how a relationship in their life started and may change in the future</p> <p>Knows the characteristics of positive and healthy friendships including: the management of conflict, reconciliation and ending relationships</p> <p>Knows the characteristics and legal status of marriage, civil partnerships and common-law partners</p> <p>Demonstrates understanding of the effects of recreational drugs</p>	<p><u>Relationships</u> <u>Bullying, abuse and discrimination</u></p> <p>Knows how stereotypes can cause damage</p> <p>Assesses the risk they face in a variety of situations, expressing how to limit risks and control the outcome</p>	<p>risks relating to sexting</p> <p><u>Relationships</u> <u>Consent, contraception and parenthood.</u></p> <p>Knows that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>Knows how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships</p> <p>Knows how the different sexually transmitted infections are spread, how to reduce risk and the importance of testing</p> <p>Demonstrates understanding of reproduction in humans, e.g. the reproductive systems, menstrual cycle,</p>	<p>personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</p> <p>Outlines ways to self-check for symptoms of cancer</p> <p>Describes how different contraceptives</p> <p>Identifies from where you can buy condoms that carry the BSI kite and the European CE mark</p> <p>Identifies from where you can get condoms for free, even if you're under 16</p> <p>Identifies the services provided by a sexual health clinic</p>	<p>political, legal, ethical and moral issues</p> <p>Understands the law relating to the supply and possession of illegal substances</p> <p><u>Relationships</u> <u>Social influences</u></p> <p>Knows that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>Knows the characteristics of positive and healthy friendships including: the management of conflict, reconciliations and ending relationships.</p> <p>Demonstrates understanding of the nature of rules and laws and the justice system, including the role of the police and the operation of</p>
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	<p>information and how to manage this, e.g. within a relationship</p>	<p>on behaviour, health and life processes</p> <p>Gives examples of support networks, and of sources of information and advice, that enable the development of parenting skills</p>		<p>gametes, fertilisation, gestation and birth</p> <p>Knows the facts around pregnancy including miscarriage</p> <p>Gives examples of support networks, and of sources of information and advice, that enable the development of parenting skills</p> <p>Identifies situation when people should visit a sexual health clinic</p> <p>Knows about the prevalence of some STIs, the impact they can have and key facts about treatment</p> <p>Knows how to get further sexual and reproductive health advice</p>	<p>Lists different male and female contraception</p> <p>Lists reasons why people use a specific type of contraceptive</p> <p>Recognises that an STI is an infection that is transmitted through different types of sexual contact and fluids</p> <p>Recognises that using a condom is the safest way to prevent contracting STIs and unwanted pregnancies</p> <p><u>Relationships</u></p> <p><u>Relationship values</u></p> <p>Knows that there are different types of committed, stable relationships</p> <p>Suggests advice to</p>	<p>courts and tribunals.</p>
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					<p>give people involved in different sexual relationships</p> <p>Outlines good and bad ways of ending relationships</p> <p>Defines what is meant by the term 'safe sex'</p> <p>Knows that there are choices in relation to pregnancy, including: raising the child, adoption, abortion</p>	
Key terminology	<p>Marriage</p> <p>Arranged marriages</p> <p>Coercion</p> <p>Commitment</p> <p>Positivity</p> <p>Self-harm</p> <p>Eating disorders</p> <p>Expectations</p> <p>Pornography</p> <p>Technology</p> <p>Self -image</p>	<p>Pathways</p> <p>Employment</p> <p>Self-employment</p> <p>Voluntary work</p> <p>Loss</p> <p>Separation</p> <p>Cultural</p> <p>Expectation</p> <p>Divorce</p> <p>Bereavement</p>	<p>Discrimination</p> <p>Safety</p> <p>Risk</p> <p>Binge</p> <p>Consequences</p>	<p>Extremism</p> <p>Intimate</p> <p>Authorities</p> <p>Unprotected</p> <p>Contraception</p> <p>Pleasure</p> <p>Pregnancy</p> <p>STI</p>	<p>Dental</p> <p>Self-examination</p> <p>Testicular</p> <p>Vaccination</p> <p>Individual</p> <p>Society</p> <p>Romantic</p> <p>STI</p> <p>Infection</p> <p>Condom</p> <p>Pill</p> <p>Withdrawal method</p> <p>Gender roles</p> <p>Intimacy</p>	<p>Financial</p> <p>Moral</p> <p>Exploitation</p> <p>Advertising</p> <p>Drug mules</p> <p>County lines</p> <p>Online scams</p> <p>Exit strategies</p> <p>Motivations</p> <p>Misconceptions</p> <p>Consequences</p> <p>Weapons</p>

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