

# Westhaven School

## *Personal, Social, Health, Education (PSHE) and wellbeing*

### Middle and Upper School Scheme of Work



#### **What is PSHE?**

PSHE helps pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

This scheme of work aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.

### **Summary of Scheme of work**

It is essential to determine the stage of development and understanding that pupils have reached, together with their experience and perceptions and using this information to decide upon teaching contents that are relevant. This scheme of work was developed by the Healthy Schools Partnership and Health Education Partnership (HEP). The scheme of work covers three core themes 'health and wellbeing' 'relationships' and 'living in the wider world'. Some careers and citizenship content is covered in the working skills lessons scheme of work 'Pathways to employment' which is taught separate to PSHE.

### **Establishing a group agreement**

In order to involve and empower pupils in making health-related decisions about their behaviour and lifestyles, it is important first to discuss, negotiate and establish ground rules. Some suggestions for the agreements could be: *Listen to what other people say, be kind to each other and give support, everyone's contribution is valuable, if people don't want to say anything they don't have to, everyone in the group has a right to privacy*

### **Assessment**

Due to the personal nature of PSHE it means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing 'as a person'. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop. The model of assessment we advocate at Westhaven is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity.

In addition to this our Social Emotional and Behaviour (SEB) tracking data can help teacher's recognise any gaps in specific areas and use this to inform their planning if appropriate within a group.

### **Resources**

In a separate document there is a list of books and organisations along with website links to support the teaching and learning throughout the scheme.

### **Sex and Relationships Education**

The schools policy is published on our website, content from our scheme of work will be shared with parents, and letters sent out for consent to participate will go home at the start of the year.

At **key stage 3**, pupils 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.

At **key stage 4**, pupils deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

## CORE THEME 1: HEALTH AND WELLBEING

### KS3 Learning opportunities in Health and Wellbeing

*Students learn...*

### KS4 Learning opportunities in Health and Wellbeing

*Students learn...*

#### Self-concept

**H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H4.** simple strategies to help build resilience to negative opinions, judgements and comments

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback

**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

#### Mental health and emotional wellbeing

**H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

**H7.** the characteristics of mental and emotional health and strategies for managing these

**H8.** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

**H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

**H10.** 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

**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

**H7.** a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available



**H11.** 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 [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 pupils who are more vulnerable (e.g. personal accounts of weight change).]

**H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

**H9.** the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [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 pupils who are more vulnerable (e.g. personal accounts of weight change).]

**H10.** how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

### Healthy lifestyles

### Health-related decisions

**H13.** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

**H14.** the benefits of physical activity and exercise for physical and mental health and wellbeing

**H15.** the importance of sleep and strategies to maintain good quality sleep

**H16.** to recognise and manage what influences their choices about physical activity

**H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

**H18.** what might influence decisions about eating a balanced diet and strategies to manage eating choices

**H19.** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

**H11.** to make informed lifestyle choices regarding sleep, diet and exercise

**H12.** the benefits of having a balanced approach to spending time online

**H13.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

**H14.** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

**H15.** the purpose of blood, organ and stem cell donation for individuals and society<sup>1</sup>

**H16.** how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

**H17.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

**H18.** the ways in which industries and advertising can influence health and harmful behaviours

**H20.** strategies for maintaining personal hygiene, including oral health, and prevention of infection

**H21.** how to access health services when appropriate

**H22.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

### Drugs, alcohol and tobacco

**H23.** the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

**H24.** to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

**H25.** strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

**H26.** information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

**H27.** the personal and social risks and consequences of substance use and misuse including occasional use

**H28.** the law relating to the supply, use and misuse of legal and illegal substances

**H29.** about the concepts of dependence and addiction including awareness of help to overcome addictions

**H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

**H20.** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

**H21.** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

### Managing risk and personal safety

<p><b>H30.</b> how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p><b>H31.</b> ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p>	<p><b>H22.</b> ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p><b>H23.</b> strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p>
<p><b>H32.</b> the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p><b>H33.</b> how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p><b>H24.</b> to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p><b>H25.</b> to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms , and how to access support for themselves or others</p>
<p>Puberty and sexual health</p>	<p>Sexual health and fertility</p>
<p><b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p><b>H35.</b> about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p><b>H36.</b> that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	<p><b>H26.</b> the different types of intimacy – including online – and their potential emotional and physical consequences (both positive and negative)</p> <p><b>H27.</b> about specific STIs, their treatment and how to reduce the risk of transmission</p> <p><b>H28.</b> how to respond if someone has, or may have, an STI (including ways to access sexual health services)</p> <p><b>H29.</b> to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services</p> <p><b>H30.</b> about healthy pregnancy and how lifestyle choices affect a developing foetus</p> <p><b>H31.</b> that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors</p> <p><b>H32.</b> about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy</p> <p><b>H33.</b> about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice</p>

## CORE THEME 2: RELATIONSHIPS

### KS3 Learning opportunities in Relationships and Sex Education

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*Students learn...*

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#### Positive relationships

**R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

**R2.** indicators of positive, healthy relationships and unhealthy relationships, including online

**R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

**R4.** the difference between biological sex, gender identity and sexual orientation

**R5.** to recognise that sexual attraction and sexuality are diverse

**R6.** that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

**R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships

**R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

**R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

**R2.** the role of pleasure in intimate relationships, including orgasms

**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

**R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010

**R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

**R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

#### Relationship values

**R9.** to clarify and develop personal values in friendships, love and sexual relationships

**R10.** the importance of trust in relationships and the behaviours that can undermine or build trust

**R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

**R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

**R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

**R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex

### Forming and maintaining respectful relationships

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

**R14.** 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)

**R15.** to further develop and rehearse the skills of team working

**R16.** to further develop the skills of active listening, clear communication, negotiation and compromise

**R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

**R19.** to develop conflict management skills and strategies to reconcile after disagreements

**R20.** to manage the influence of drugs and alcohol on decision-making within relationships and social situations

**R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

**R22.** the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

**R23.** the services available to support healthy relationships and manage unhealthy relationships, and how to access them

**R11.** strategies to manage the strong emotions associated with the different stages of relationships

**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships

**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

**R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships

**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

**R17.** ways to access information and support for relationships including those experiencing difficulties

### Consent

**R24.** 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

**R18.** about the concept of consent in maturing relationships

<p><b>R25.</b> about the law relating to sexual consent</p> <p><b>R26.</b> how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p><b>R27.</b> 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 always be respected</p> <p><b>R28.</b> to gauge readiness for sexual intimacy</p> <p><b>R29.</b> the impact of sharing sexual images of others without consent</p> <p><b>R30.</b> how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p><b>R31.</b> that intimate relationships should be pleasurable</p>	<p><b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</p> <p><b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p><b>R21.</b> the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p><b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
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#### Contraception and parenthood

<p><b>R32.</b> the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p><b>R33.</b> the risks related to unprotected sex</p> <p><b>R34.</b> the consequences of unintended pregnancy, sources of support and the options available</p> <p><b>R35.</b> the roles and responsibilities of parents, carers and children in families</p> <p><b>R36.</b> the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p><b>R23.</b> how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p><b>R24.</b> the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p><b>R25.</b> the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p><b>R26.</b> the reasons why people choose to adopt/foster children</p> <p><b>R27.</b> about the current legal position on abortion and the range of beliefs and opinions about it</p>
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#### Bullying, abuse and discrimination

<p><b>R37.</b> the characteristics of abusive behaviours, such as grooming, 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><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p>
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**R38.** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships

**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

**R29.** the law relating to abuse in relationships, including coercive control and online harassment

**R30.** to recognise when a relationship is abusive and strategies to manage this

**R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

**R32.** about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

**R33.** The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

**R34.** strategies to challenge all forms of prejudice and discrimination

#### Social influences

**R42.** to recognise peer influence and to develop strategies for managing it, including online

**R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

**R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

**R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

**R46.** strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

**R47.** motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

**R36.** skills to support younger peers when in positions of influence

**R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

**R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime

### KS3 Learning opportunities in Living in the Wider World

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*Students learn...*

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#### Learning skills

**L1.** study, organisational, research and presentation skills

**L2.** to review their strengths, interests, skills, qualities and values and how to develop them

**L3.** to set realistic yet ambitious targets and goals

**L4.** the skills and attributes that employers value

**L5.** the skills and qualities required to engage in enterprise

**L6.** the importance and benefits of being a lifelong learner

**L1.** to evaluate and further develop their study and employability skills

**L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting

**L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

#### Choices and pathways

**L7.** 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

**L8.** about routes into work, training and other vocational and academic opportunities, and progression routes

**L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life

**L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

**L4.** about the range of opportunities available to them for career progression, including in education, training and employment

**L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities

**L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

#### Work and career

**L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

**L12.** about different work roles and career pathways, including clarifying their own early aspirations

**L7.** about the labour market, local, national and international employment opportunities

**L8.** about employment sectors and types, and changing patterns of employment

	<p><b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p><b>L11.</b> the benefits and challenges of cultivating career opportunities online</p> <p><b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p>
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Employment rights and responsibilities

<p><b>L13.</b> about young people's employment rights and responsibilities</p> <p><b>L14.</b> to manage emotions in relation to future employment</p>	<p><b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p><b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>
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Financial choices

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**L15.** to assess and manage risk in relation to financial decisions that young people might make

**L16.** about values and attitudes relating to finance, including debt

**L17.** to manage emotions in relation to money

**L18.** to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions

**L19.** to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

**L16.** how to effectively budget, including the benefits of saving

**L17.** how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks

**L18.** to recognise and manage the range of influences on their financial decisions

**L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights

**L20.** the skills to challenge or seek support for financial exploitation in different contexts including online

**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

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## Media literacy and digital resilience

**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

**L21.** 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, including on social media

**L22.** 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

**L23.** to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

**L24.** to understand how the way people present themselves online can have positive and negative impacts on them

**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

**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

**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers

**L23.** strategies for protecting and enhancing their personal and professional reputation online

**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 events

**L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this

**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

**L27.** strategies to critically assess bias, reliability and accuracy in digital content

**L28.** to assess the causes and personal consequences of extremism and intolerance in all their forms

**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

**HOW DO THE PROGRAMME OF STUDY  
LEARNING OPPORTUNITIES RELATE TO THE  
STATUTORY GUIDANCE?**



## RELATIONSHIPS EDUCATION (SECONDARY)

<b>By the end of secondary school:</b> Pupils should know:	KS3	KS4
<b>Families</b>		
<ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> </ul>	R1, R36	R1, R4
<ul style="list-style-type: none"> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	H2, R36	R2, R4, R25
<ul style="list-style-type: none"> <li>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> </ul>		R4, R10
<ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	R6	R4, R10, R33
<ul style="list-style-type: none"> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>	R1	R1, R4
<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul>	R35, R36	R25
<b>Respectful relationships, including friendships</b>		
<ul style="list-style-type: none"> <li>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	R2, R6, R23, R37, R38, R46, L23, L27	R2, R17, R23, L24, L27
<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>	R2, R10, R13, R14, R16, R19, R21	R1, R12, R13
<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	R13, R14, R41, R42	R30, R31, R34, R36

<ul style="list-style-type: none"> <li>• <i>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</i></li> </ul>	R7, R8, R39, R40, L10	L5
<ul style="list-style-type: none"> <li>• <i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</i></li> </ul>	R2, R14	R1, R10, L29
<ul style="list-style-type: none"> <li>• <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</i></li> </ul>	R14, R23, R38, R40	R7, R34
<ul style="list-style-type: none"> <li>• <i>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</i></li> </ul>	R2, R25, R37	R28, R29, R30
<ul style="list-style-type: none"> <li>• <i>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</i></li> </ul>	R37	R16, R29, L15
<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	R40, R41, L10	R5, R6, L15
<b>Online and media</b>		
<ul style="list-style-type: none"> <li>• <i>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</i></li> </ul>	R13, R14, L20, L22	R15, R16, L11, L12, L22, L23
<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>	H30, R17, R21, R37, L20, L21	H22, R14, R22, L25
<ul style="list-style-type: none"> <li>• <i>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</i></li> </ul>	R29, R30, L21	R22, L23, L25
<ul style="list-style-type: none"> <li>• <i>what to do and where to get support to report material or manage issues online.</i></li> </ul>	R17, R30, R37, L27	R14, R17, L23
<ul style="list-style-type: none"> <li>• <i>the impact of viewing harmful content.</i></li> </ul>	H3, R7, R8, L25	H3, R8
<ul style="list-style-type: none"> <li>• <i>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</i></li> </ul>	R8	R8

<ul style="list-style-type: none"> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>	R30	R22
<ul style="list-style-type: none"> <li>how information and data is generated, collected, shared and used online.</li> </ul>	L20, L21	L22, L23, L25, L26
<b>Being safe</b>		
<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul>	H22, R6, R24, R25, R27, R37	H23, R16, R18, R19, R28, R29, R30, R31, R32, R33, R37
<ul style="list-style-type: none"> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	R24, R26, R27	R18, R20, R21, R22
<b>Intimate and sexual relationships, including sexual health</b>		
<ul style="list-style-type: none"> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>	R2, R10, R14, R24, R31	R1, R2, R18
<ul style="list-style-type: none"> <li>that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> </ul>	H2, H36, R13, R18, R33	H2, H6, H26, H27, R24
<ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>		H26, H30, H31, H32, R24, R26
<ul style="list-style-type: none"> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>	H5, R24, R26, R30, R42	H4, R3, R18, R21, R28
<ul style="list-style-type: none"> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul>	R9, R11, R12, R24, R25, R28, R31	R2, R9, R10, R21
<ul style="list-style-type: none"> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> </ul>	H35, H36, R33	H26, H29, R23

<ul style="list-style-type: none"> <li>the facts around pregnancy including miscarriage.</li> </ul>	R33, R34	H30, H32
<ul style="list-style-type: none"> <li>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> </ul>	R34	H33, R23, R24, R26, R27
<ul style="list-style-type: none"> <li>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul>	H35, H36, R33	H27, H28, H31, R23
<ul style="list-style-type: none"> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul>	H36	H27, H28, H31
<ul style="list-style-type: none"> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	H27	H20, R20
<ul style="list-style-type: none"> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	H35, R23, R34, R37	H14, H28, H29, H32, H33, R7, R17, R24, R32

## HEALTH EDUCATION (SECONDARY)

<b>By the end of secondary school:</b> Pupils should know:	KS3	KS4
<b>Mental wellbeing</b>		
<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>	H6, H8	
<ul style="list-style-type: none"> <li>that happiness is linked to being connected to others.</li> </ul>		R1
<ul style="list-style-type: none"> <li>how to recognise the early signs of mental wellbeing concerns.</li> </ul>	H11, H12	H6, H8, H10
<ul style="list-style-type: none"> <li>common types of mental ill health (e.g. anxiety and depression).</li> </ul>	H11	H8, H9
<ul style="list-style-type: none"> <li>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul>	H1, H7, H13, H14, H15, L2, L25	H2, H7, H11
<b>Internet safety and harms</b>		
<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	H2, H10, H13, H14, L11	H7, H11
<ul style="list-style-type: none"> <li>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.</li> </ul>	H3, H13, H14, H30, H32, L18, L20, L24	H3, H12, H22, H25, L11, L18, L24, L25, L26
<b>Physical health and fitness</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	H30, R13, R14, R17, R23, R30, R37, R38, L27	H23, R3, R7, R14, R15, R16, R17, R22, R29, R30, R31, R34, R38, L20

<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul>	H10, H13, H14	H7, H11
<ul style="list-style-type: none"> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> </ul>	H13, H14, H15	H11, H16
<ul style="list-style-type: none"> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>		H15
<b>Healthy eating</b>		
<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>	H17, H18	H11
<b>Drugs, alcohol and tobacco</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	H23, H26, H27, H28, R20	H19, H20, R20
<ul style="list-style-type: none"> <li>the law relating to the supply and possession of illegal substances.</li> </ul>	H26, H28	H19
<ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> </ul>	H24, H26, H27, H29, R20	H19, R20
<ul style="list-style-type: none"> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>	H26, H27, H29, R20	H19, H20, H21
<ul style="list-style-type: none"> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>	H23, H26, H27	H19
<ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	H26, H27	H19, H21
<b>Health and prevention</b>		
<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> </ul>	H19, H20	H16
<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> </ul>	H19, H20	
<ul style="list-style-type: none"> <li>(late secondary) the benefits of regular self-examination and screening.</li> </ul>	H19	H16
<ul style="list-style-type: none"> <li>the facts and science relating to immunisation and vaccination.</li> </ul>	H19	H16

<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H15	H11
Basic first aid		
<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> </ul>	H33	H24
<ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR.</li> </ul>	H33	H24
<ul style="list-style-type: none"> <li>the purpose of defibrillators and when one might be needed.</li> </ul>	H33	H24
Changing adolescent body		
<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>	H34	
<ul style="list-style-type: none"> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	H34, R5, R18	R6

