



PSHE/Citizenship Long Term Curriculum Plan – delivered through PSHE/SEAL, Life Skills and Careers lessons

Also covered through Tutor Group time and Key Stage Assemblies

Pupils are taught at the age appropriate for their current attainment except in RSE which they must cover at their actual chronological age.

Colour coding denotes lead subject. Topics may well be covered across subjects.

PSHE	Life Skills	Careers	RSE	Science	ICT
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KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Reception</p>	<p>Health and Wellbeing</p> <p>to recognise what makes them special</p> <p>Pupils will learn about what keeping healthy means; different ways to keep healthy</p> <p>simple hygiene routines that can stop germs from spreading</p> <p>Pupils will learn about the people who help us to stay physically healthy</p> <p>about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health (also Science)</p>	<p>Health and Wellbeing</p> <p>about different feelings that humans can experience</p> <p>how to recognise and name different feelings</p> <p>to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>	<p>Living in the Wider World</p> <p>about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p>	<p>Living in the Wider World</p> <p>about the different groups they belong to</p> <p>about the different roles and responsibilities people have in their community</p> <p>different jobs that people they know or people who work in the community do</p>	<p>RSE</p> <p>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>To identify the people who love and care for them and what they do to help them feel cared for</p> <p>About different types of families including those that may be different to their own</p> <p>That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>RSE</p> <p>About how people make friends and what makes a good friendship</p> <p>About how to recognise when they or someone else feels lonely and what to do</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>How to respond safely to adults they don't know</p> <p>About how to treat themselves and others with respect; how to be polite and courteous</p> <p>How to talk about and share their opinions on things that matter to them</p>
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		how to get help in an emergency (how to dial 999 and what to say)			How to listen to other people and play and work cooperatively	
1	<p>Health and Wellbeing</p> <p>how feelings can affect people's bodies and how they behave</p> <p>how to recognise what others might be feeling</p> <p>to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>about ways of sharing feelings; a range of</p>	<p>Health and Wellbeing</p> <p>about growing and changing from young to old and how people's needs change</p> <p>about the people whose job it is to help keep us safe</p> <p>about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Living in the Wider World</p> <p>to recognise the ways they are the same as, and different to, other people</p> <p>that everyone has different strengths</p> <p>that jobs help people to earn money to pay for things</p>	<p>Living in the Wider World</p> <p>Basic First Aid to use at home</p>	<p>RSE</p> <p>to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p>RSE</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>

	<p>words to describe feelings</p> <p>to recognise the ways in which we are all unique</p>				<p>to identify and respect the differences and similarities between people</p> <p>To recognise the ways in which they are the same and different to others</p> <p>to recognise that their behaviour can affect other people</p> <p>Simple strategies to resolve arguments between friends positively</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>About what is kind and unkind behaviour, and how this can affect others</p> <p>About how people may feel if they experience</p>	<p>the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
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					<p>hurtful behaviour or bullying</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	
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2	<p>Health and Wellbeing</p> <p>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>how to manage when finding things difficult</p> <p>why sleep is important and different ways to rest and relax</p> <p>about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p>Health and Wellbeing</p> <p>that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>things that people can put into their body or on their skin; how these can affect how people feel</p> <p>about rules and age restrictions that keep us safe</p> <p>basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>Living in the Wider World</p> <p>about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>about the role of the internet in everyday life</p> <p>that not all information seen online is true</p>	<p>Living in the Wider World</p> <p>what money is; forms that money comes in; that money comes from different sources</p> <p>that people make different choices about how to save and spend money</p> <p>about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>that money needs to be looked after; different ways of doing this</p>	<p>RSE</p> <p>to offer constructive support and feedback to others</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>to recognise different types of teasing and</p>	<p>RSE</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>. About knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and</p>
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	<p>basic treatment for common injuries: concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>how to make a clear and efficient call to emergency services if necessary</p>				<p>bullying, to understand that these are wrong and unacceptable</p> <p>strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>how to respond (including who to tell and how to tell them)</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>
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Completed with pupils as necessary: about preparing to move to a new class/year group

KS2

As and when appropriate: strategies to manage transitions between classes and key stages

Also: MacMillan Coffee morning and Eco Schools to be covered

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

3	<p>Health and Wellbeing</p> <p>how to make informed decisions about health</p> <p>about the elements of a balanced, healthy lifestyle</p> <p>about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>about what good physical health means; how to recognise early signs of physical illness</p> <p>about what constitutes a healthy</p>	<p>Health and Wellbeing</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>Living in the Wider World</p> <p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>to recognise there are human rights, that are there to protect everyone</p> <p>about the relationship between rights and responsibilities</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Living in the Wider World</p> <p>about the different ways to pay for things and the choices people have about this</p> <p>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>RSE</p> <p>about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is</p>	<p>RSE</p> <p>about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>how to respond safely and appropriately to adults they may encounter (in all</p>
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	<p>diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>to recognise their individuality and personal qualities</p> <p>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>how to predict, assess and manage risk in different situations</p> <p>about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe</p>	<p>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>		<p>intended to be lifelong</p> <p>that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>contexts including (online) whom they do not know</p>
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	<p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p>	<p>use of digital devices when out and about</p>				
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4	<p>Health and Wellbeing</p> <p>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>Health and Wellbeing</p> <p>about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Living in the Wider World</p> <p>about the different groups that make up their community; what living in a community means</p> <p>to value the different contributions that people and groups make to the community</p> <p>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>about discrimination: what it means and how to challenge it</p>	<p>Living in the Wider World</p> <p>to recognise that people make spending decisions based on priorities, needs and wants</p> <p>different ways to keep track of money</p> <p>about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health,</p>	<p>RSE</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>to recognise other shared characteristics of healthy family life, including commitment, care, spending time</p>	<p>RSE</p> <p>about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>the importance of seeking support if feeling lonely or excluded</p>
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	<p>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>			<p>wellbeing and future aspirations</p> <p>to identify the ways that money can impact on people's feelings and emotions</p>	<p>together; being there for each other in times of difficulty</p> <p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>
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5	<p>Health and Wellbeing</p> <p>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>Health and Wellbeing</p> <p>about the new opportunities and responsibilities that increasing independence may bring</p> <p>about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>about why someone may behave</p>	<p>Living in the Wider World</p> <p>about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Living in the Wider World</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>to identify the kind of job that they might like to do when they are older</p> <p>about some of the skills that will help them in their future careers e.g.</p>	<p>RSE</p> <p>to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how</p>	<p>RSE</p> <p>Respectful and caring relationships including friends and family. Healthy family relationships. Diverse family units.</p> <p>about seeking and giving permission (consent) in different situations</p> <p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>to recognise and respect that there are different types of family structure (including single parents, same-sex</p>
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	<p>to recognise that feelings can change over time and range in intensity</p> <p>about everyday things that affect feelings and the importance of expressing feelings</p> <p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>reasons for following and complying with regulations and restrictions (including age restrictions); how</p>	<p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>teamwork, communication and negotiation</p>	<p>to manage this and ask for support if necessary</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p>parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
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	about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming				
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6	<p>Health and Wellbeing</p> <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>about change and loss, including death, and how these can affect feelings; ways of expressing and</p>	<p>Health and Wellbeing</p> <p>about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<p>Living in the Wider World</p> <p>recognise ways in which the internet and social media can be used both positively and negatively</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>about how information on the internet is ranked, selected and targeted at specific individuals and groups;</p>	<p>Living in the Wider World</p> <p>about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>RSE</p> <p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>about the processes of reproduction and</p>	<p>RSE</p> <p>that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>that for some people gender identity does not correspond with their biological sex</p> <p>that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>
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	<p>managing grief and bereavement</p>	<p>about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>that connected devices can share information</p> <p>recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>Online relationships and their risks</p>
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KS3

The KS3 curriculum will be on a three-year rolling cycle where the topic will change every year for three years.

	Autumn 1	Autumn 2	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Cycle 1	<p>Health and Wellbeing</p> <p>Personal care. For example, ironing, sewing, cleaning</p> <p>Personal aspirations: understanding emotions, preferences, aspiration and personal strengths.</p> <p>Personal safety inside and outside of school including First Aid, CPR and the use of defibrillators</p>	<p>Health and Wellbeing</p> <p>Diet and healthy lifestyles – diet, exercise, hygiene</p> <p>Drugs education.</p>	<p>Citizenship</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Focus on knife crime.</p>	<p>Citizenship/Financial Education</p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>Bank accounts, saving, borrowing, budgeting and income</p>	<p>RSE</p> <p>Diversity, prejudice and bullying</p> <p>Careers</p> <p>Teamwork, enterprise skills and raising aspirations</p>	<p>RSE</p> <p>What makes a good friendship?</p> <p>Friendships and managing them</p> <p>Being positive & self esteem</p> <p>Pressure and influence</p> <p>What does it mean to be a man in 2021?</p> <p>Self Worth</p> <p>Consent and boundaries</p> <p>Respect and relationships</p> <p>Unwanted contact and FGM</p>

	How to articulate a range of emotions accurately and sensitively using appropriate vocabulary					
Cycle 2	<p>Health and Wellbeing</p> <p>Mental health and emotional wellbeing including body image and coping strategies</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Health and Wellbeing</p> <p>Alcohol and drug misuse and pressures relating to it</p> <p>Careers</p> <p>Equality of opportunity in careers and life choices</p> <p>Different types and patterns of work</p>	<p>Citizenship</p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p> <p>Digital literacy, online safety and media reliability</p> <p>Gambling hooks</p>	<p>Citizenship</p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p>	<p>RSE</p> <p>Healthy relationships</p> <p>What is love?</p> <p>Introduction to contraception</p>	<p>RSE</p> <p>Dealing with conflict</p> <p>Sexual orientation, gender identity and the Equality Act</p> <p>Periods & Menstrual cycles</p>
Cycle 3	<p>Health and Wellbeing</p> <p>Diet, exercise, lifestyle balance and healthy choices.</p> <p>First Aid</p>	<p>Health and Wellbeing</p> <p>Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness,</p>	<p>Citizenship</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve</p>	<p>Citizenship/Financial Education</p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risk</p>	<p>RSE</p> <p>Respectful relationships</p> <p>Families and parenting, healthy relationships,</p>	<p>RSE</p> <p>Relationships and sex education including consent, contraception and the risks of STIs.</p>

		substance misuse and gang exploitation	their communities, including opportunities to participate in school-based activities Careers Setting goals, learning strengths, career options and goal setting	Careers Employability and online presence	conflict resolution and relationship changes. Sexual consent and the law Delaying sexual activity – why have sex? Sexual harassment & stalking	Pleasure & masturbation Attitudes towards pornography. HIV & AIDS - discrimination & prejudice
Year 10	Health and Wellbeing Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Recognising triggers and responding to unhealthy coping strategies such as self-harm Developing empathy and understanding about how actions can	Health and Wellbeing The influence and impact of drugs, gangs, role models and the media Strategies to develop resilience to peer and other influences that affect their health and well-being Careers	Living in the Wider world Addressing extremism and radicalisation Community cohesions and challenging extremism	Citizenship Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	RSE Healthy relationships Relationships and sex expectations, myths, pleasure and challenges including the impact of the media and pornography Media portrayal of body shapes, how to critically appraise what	RSE Healthy relationship cont. FGM Sexting Domestic abuse and violence Sexual violence

	<p>affect people's mental health</p> <p>Careers</p> <p>Assess areas of strength and development, acting on feedback</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Preparation for and evaluation of work opportunities.</p> <p>Readiness for work.</p>			<p>they see and manage feelings about this</p>	
Year 11	<p>Health and Wellbeing</p> <p>Self-efficacy</p> <p>Stress management, recognising the signs of common mental and emotional health</p>	<p>Health and Wellbeing</p> <p>Benefits of a balanced approach to spending time online</p>	<p>Citizenship</p> <p>Addressing extremism and radicalisation</p> <p>Community cohesions and challenging extremism</p>	<p>Living in the Wider world</p> <p>How to assess and manage risk and safety in new independent situations (e.g. personal safety in</p>	<p>RSE</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health),</p>	<p>RSE</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage</p>

	<p>concerns and future opportunities</p> <p>Strategies and skills to identify and access sources of help</p> <p>How to manage the judgement of others and challenge stereotyping</p> <p>How to balance ambition and unrealistic expectations</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p>	<p>Alcohol, sleep, diet, exercise and making informed choices</p> <p>Careers</p> <p>Application processes, skills for further education and career progression</p>		<p>social situations and on the roads)</p> <p>Emergency first aid skills</p> <p>How to assess emergency and non-emergency situations and contact appropriate services</p> <p>About the links between lifestyle and some cancers</p> <p>About the importance of screening and how to perform self - examination</p> <p>About vaccinations and immunisations</p> <p>about registering with and accessing doctors, sexual health clinics, opticians and other health services</p>	<p>relationship challenges and abuse</p> <p>Peer on peer bullying</p> <p>Fertility and what it impacts</p>	<p>and changing relationships</p>
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