Icknield High School

Relationship, Sex and Health Education (RSHE) Policy

September 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the RSHE curriculum
4. **[Updated]** RSE subject overview
5. RSE programmes of study
6. **[Updated]** Health education subject overview
7. Health education programmes of study
8. **[Updated]** Delivery of the curriculum
9. Curriculum links
10. **[Updated]** Working with parents
11. Working with external agencies
12. **[Updated]** Parents' right to request withdrawal from sex education
13. **[Updated]** Safeguarding and confidentiality
14. Assessment
15. Staff training
16. Monitoring and review

Statement of intent

At Icknield High School, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'National curriculum in England: science programmes of study'
- DfE 'Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Accessibility Policy
- Equality Policy
- Anti-bullying Policy
- Safeguarding Policy
- Child-on-child Abuse Policy
- Data Protection Policy
- Mobile Phone Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.
- Ensuring that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSHE curriculum leader will be responsible for:

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSHE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSHE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.

- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the RSHE curriculum leader on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE to the RSHE curriculum leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Engaging in training in relation to the teaching of safeguarding, including in relation to online safety.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSHE curriculum

For the purpose of this policy:

- "**RSHE**" is used to refer to the overall programme of relationships, sex and health education.
- "**RSE**" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "**Health education**" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

The school may gather the views of teachers, pupils and parents in various ways such as:

- Questionnaires / Surveys
- Focus Groups

When organising the curriculum the school will ensure:

- Content & delivery is in line with the needs of pupils.
- Effective, high quality teaching breaks down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations.
- It builds knowledge and skills sequentially, with regular feedback provided on pupil progress.
- Lessons challenged all pupils, and assessments identify where pupils need extra support or intervention.

The RSHE curriculum leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's ' Relationships and Sex Education (RSE) and Health Education' guidance at all times.

When developing the curriculum, the school will consult with parents, pupils and staff, as well as consider the context and views of the wider local community to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately managed.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The school understands that effective RSE does not encourage early sexual experimentation but in fact builds pupil's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. This curriculum will therefore aim to support pupils, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The curriculum will provide knowledge about safer sex and sexual health and that it is important to ensure that pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgmental, factual way and allow the pupils to ask questions in a safe environment. Teachers may use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

Secondary RSE teaching will provide a clear progression from what is taught to pupils in primary school. It will build on the foundations of RHE and, as pupils grow up, at the appropriate time extend to teaching to include intimate relationships.

Pupils will be taught the facts about the law, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will be offered a curriculum which is relevant to them and their developing sexuality. The curriculum will recognise that pupils may be discovering or understanding their sexual orientation or gender identity.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly, along with physical and emotional damage caused by female genital mutilation (FGM).

The school will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their bodies. This will also include an understanding on boundaries in friendships with peers, families and with others, in all contexts, including online.

4. [Updated] RSE subject overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

[Updated] Families

Through the curriculum content, pupils will be taught:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to wellbeing and their importance for bringing up children.
- Why marriage or civil partnership is an important relationship choice for many couples.
- The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.

- That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
- That forced marriage and marrying before the age of 18 are illegal.
- How families and relationships change over time, including through birth, death, separation and new relationships.
- About the roles and responsibilities of parents with regard to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.
- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Pupils will also know 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 recognise this in others’ relationships.
- Seek help or advice if needed, including reporting concerns about others.

[Updated] **Respectful relationships**

Through the curriculum content, pupils will be taught:

- About the characteristics of positive relationships of all kinds (including online), including romantic relationships, for example:
  - The role of consent.
  - Trust.
  - Mutual respect.
  - Honesty.
  - Loyalty.
  - Generosity.
  - Boundaries.
  - Tolerance.
  - Privacy.
  - The management of conflict.
  - Reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers.
- About the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- About the importance of self-esteem, independence and having a positive relationship with themselves, and how these characteristics support healthy relationships with others – including developing interests, hobbies, friendship groups and skills.
- About what it means to be treated with respect by others.
- What tolerance requires, including the importance of other people’s beliefs.
- About the practical steps pupils can take and skills they can develop to support respectful and kind relationships, including skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- About the different types of bullying, including online, the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

- Skills for ending relationships or friendships with kindness and managing the difficult feeling that endings might bring, including disappointment, hurt or frustration.
- About the role of consent, including in romantic and sexual relationships and that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils will also understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage.
- How to recognise misogyny and other forms of prejudice.
- How inequalities of power can impact behaviour within relationships, including sexual relationships.
- How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviour and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing people with a sense of sexual entitlement to the bodies of others.

Pupils will also have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

[Updated] **Online safety and awareness**

Through the curriculum content, pupils will be taught:

- About their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online.
- About the difference between public and private online spaces and related safety issues.
- About the characteristics of social media, including that some social media accounts are fake or post things which aren't real or are created with AI.
- That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- That any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up.
- About the serious risks of sending material to others, including the law concerning the sharing of images.
- That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the pupil and/or using AI generated imagery.
- About the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment.
- How to seek support if an image of themselves has been shared.
- That sharing indecent images of people over 18 without consent is a crime.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons.

- Where to go for advice and support about something they have seen online.
- That online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners and that this can affect pupils who see pornography accidentally as well as deliberately.
- That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
- How information and data is generated, collected, shared and used online.
- That websites may share personal data about their users, and information collected on their internet use for commercial purposes, e.g. to enable targeted advertising.
- That criminals can operate online scams, e.g. using fake websites to extort money or valuable personal information, and how this can be used to the detriment of the person or wider society.
- About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
- That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice.
- How to critically think about new types of technology as they appear online and how they might pose a risk.

[Updated] **Being safe**

Through the curriculum content, pupils will be taught:

- How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships and early sexual relationships that might involve kissing and touching.
- That kindness and care for others requires more than just consent.
- That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and to avoid putting pressure on others.
- How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe and how to seek help, advice and report concerns about others.
- How to increase personal safety in public spaces, including when socialising with friends, family, the wider community or strangers.
- How to learn ways of seeking help when needed and how to report harmful behaviour.
- About the strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour.
- About reflecting on the importance of trusting their instincts when something doesn't feel right, and that in some situations a person might appear trustworthy but have harmful intentions.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
- That sexual harassment includes:
    - Unsolicited sexual language, attention, touching or talking.

- Sharing intimate images without consent.
- Public sexual harassment.
- Pressuring other people to do sexual things.
- Upskirting.

- About the concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- About the concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
- About the concepts and laws relating to forced marriage.
- About the physical and emotional damage which can be caused by FGM, virginity testing and hymenoplasty, where to find support, and the law around these areas.
- That strangulation and suffocation are criminal offences and that strangulation is an offence, regardless of whether it causes injury.
- That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
- That pornography presents some extreme activities as normal, some of which can be emotionally and/or physically harmful.
- How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including how to report abuse and where to seek medical attention.

[Updated] **Intimate and sexual relationships, including sexual health**

Through the curriculum content, pupils will be taught:

- That, for people who feel ready and are over the age of consent, sex can and should be enjoyable and positive.
- About the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values.
- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.
- That some sexual behaviours can be harmful.
- The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
- That there are choices in relation to pregnancy, with legally and medically accurate impartial information on all options, including parenthood, adoption, abortion and where to get further help.
- How the different sexually transmitted infections, including HIV, are transmitted.
- How risk can be reduced through safer sex.
- About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis and Post Exposure Prophylaxis and how and where to access them.
- The importance of, and facts about, regular testing and the role of stigma.

- About the prevalence of STIs and the short and long term impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
- How and where to seek support for concerns around sexual relationships including sexual violence or harms
- How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

5. RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of pupils and includes the statutory content outlined in the 'RSE subject overview' section of this policy (Appendix 1 and 2).

6. [Updated] Health education subject overview

[Updated] Health Education in the school will equip pupils with the knowledge, understanding and skills needed to make informed, responsible decisions about their health and wellbeing. Teaching will support pupils to understand the links between physical and mental health, recognise when something is not right in themselves or others, and know how and where to seek appropriate support.

[New] The school will support pupils to develop resilience and positive coping strategies, including self-regulation, perseverance and determination, particularly when experiencing challenge or setbacks. High-quality health education will actively reduce stigma around health issues, particularly around mental health, and will promote respectful language, discouraging derogatory or pejorative terms relating to illness or wellbeing. The school will promote a culture of openness so pupils will feel confident asking questions, checking their understanding, and seeking advice or support when needed.

[New] Teaching about puberty and menstruation will be delivered sensitively and will be supported by practical arrangements that help pupils manage menstruation with dignity. This will include ensuring pupils will be able to request and access period products. The school will use clear and appropriate language such as period pads and menstrual products, and will avoid terms such as sanitary items or feminine hygiene products.

[New] Health education in the school will build on learning from primary school. It will support pupils to understand the physical and emotional changes of adolescence, how to protect and promote their health and wellbeing, and when a physical or mental health concern will require further help or intervention.

[New] The school may choose to include additional health-related topics beyond statutory curriculum content, such as eating disorders and self-harm. Where these areas are taught, the school will ensure this is done carefully and sensitively, using reliable high-quality resources and, where appropriate, qualified support or external advice, e.g. NHS or local specialist services. The school will ensure staff are appropriately trained and confident in managing discussions safely, including responding appropriately if a pupil makes a disclosure, and ensuring clear signposting to support.

[New] The school will also consider how to address suicide prevention safely and appropriately. Many preventative aspects will be covered through the wider mental wellbeing curriculum, including recognising emotions, building supportive relationships, understanding bullying and loneliness, and learning how to manage difficult experiences. The school will ensure pupils understand how to seek help from trusted adults, including when they are concerned about someone else.

[New] Where suicide prevention is addressed directly, the school will consult mental health professionals and will ensure staff receive high-quality, evidence-based training before delivery.

[New] Teaching will be factual, age-appropriate and straightforward, and will avoid discussing methods or instructions relating to self-harm or suicide. The school will ensure emotive language and potentially harmful media, including graphic videos or images, are not used.

[New] The school will apply similar safeguarding principles when addressing eating disorders, and will avoid language that could romanticise disordered eating or introduce harmful behaviours or ideas. If staff have concerns about a pupil in relation to eating disorders, self-harm, suicidal ideation, or where a disclosure is made, the school will follow safeguarding procedures in line with the school's Child Protection and Safeguarding Policy.

[Updated] Mental wellbeing

Through the curriculum content, pupils will be taught:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- About the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
- That happiness is linked to being connected to others.
- That loneliness can be an inevitable part of life at times and is not something to be ashamed of.
- About how to recognise what makes them happy and unhappy.
- That worrying and feeling down are normal emotions that can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
- About the characteristics of common types of mental ill health, e.g. anxiety and depression, including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions.
- How to critically evaluate which activities will contribute to their overall wellbeing.
- About strategies to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
- That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
- That the co-occurrence of alcohol or drug use and poor mental health is common and that the relationship is bi-directional, i.e. mental health problems can increase the risk of alcohol and/or drug use and vice versa.
- That stopping smoking can improve people's mental health and decrease anxiety.

[Updated] Wellbeing online

Through the curriculum content, pupils will be taught:

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- About the similarities and differences between the online and physical world, including the impact of unhealthy or obsessive comparison with others online, how people may curate a specific image of their life online, over-reliance on online relationships, including relationships formed through social media, can have.
- 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.
- About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.

- How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
- About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.

[Updated] Physical health and fitness

Through the curriculum content, pupils will be taught:

- The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, and the links between an inactive lifestyle and ill health – including cardiovascular ill-health.
- Factual information about the prevalence and characteristics of more serious health conditions.
- That physical activity can promote wellbeing and combat stress.
- About the science relating to blood, organ and stem cell donation.

[Updated] Healthy eating

Through the curriculum content, pupils will be taught:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
- About the risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
- About the impacts of alcohol on diet and unhealthy weight gain.

[Updated] Drugs, alcohol, tobacco and vaping

Through the curriculum content, pupils will be taught:

- The facts about legal and illegal drugs and their associated risks, including the risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption, what constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
- How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of the misuse of prescribed and over-the-counter medicines.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access support.
- About the facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

[New] Health protection and prevention, and understanding the healthcare system

Through the curriculum content, pupils will be taught:

- About personal hygiene, germs including bacteria and viruses, how they are spread, treatment and prevention of infection, and antibiotics.

- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
- How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- About the importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
- About the facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance – aligned with when vaccinations are offered to pupils.
- About the importance of healthy behaviour before and during pregnancy, including the importance of pre-conception health, including taking folic acid.
- About the importance of pelvic floor health.
- Information on miscarriage and pregnancy loss, and how to access care and support.
- How to navigate their local healthcare system, including what a GP is, when to use A&E, accessing sexual health and family planning clinics, the role of local pharmacies and how to seek help via local third sector partners which may have specialist services.
- About the concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves.
- About the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

[New] Personal safety

Through the curriculum content, pupils will be taught:

- How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water, and in unfamiliar social or work settings.
- How to recognise and manage peer influence in relation to risk taking behaviour and personal safety, including peer influence online and on social media.
- How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence.
- Which trusted adults they can talk to if pupils are worried about violence or knife crime.
- About the law as it related to knives and violence – involving content and examples relevant to the local context whilst avoiding the use of fear as an educational tool and explaining how carrying knives is uncommon.
- About the risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

[Updated] Basic first aid

[Updated] Through the curriculum content, pupils will be taught:

- **[Updated]** Basic treatments for common injuries and ailments.
- Life-saving skills, including how to administer CPR.
- **[Updated]** About the purpose of defibrillators, when one might be needed and who can use them.

[Updated] Developing bodies

[Updated] Through the curriculum content, pupils will be taught:

- **[New]** About the main changes which take place in males and females, and the implications for emotional and physical health.
- **[Updated]** The facts about puberty, the changing adolescent body, including brain development.
- **[Updated]** About menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis and polycystic ovary syndrome – and when to seek help from healthcare professionals.
- **[Updated]** The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

7. Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in the 'Health education subject overview' section of this policy (Appendix 1 and 2).

8. [Updated] Delivery of the curriculum

[Updated] The school will ensure that the RSHE curriculum will be aligned with the needs of pupils. Teaching will be planned and delivered to a high standard, with core knowledge and skills broken down into manageable, well-sequenced units. Pupils will be given regular opportunities to practise and apply skills so that they will feel confident to use them in real-life situations.

[New] The school will build knowledge and skills progressively and sequentially, with regular feedback provided to support pupil progress. Lessons will ensure that all pupils will be appropriately challenged, and assessment will be used to identify where additional support or intervention will be required.

[New] The RSHE lead teacher will work closely with colleagues in related curriculum areas so that learning can complement content taught through other subjects such as ethics and philosophy, science, computing and PE. The school will seek opportunities across the wider curriculum to reinforce key RSHE concepts, for example, by exploring misogyny through history or using literature to discuss positive and less positive examples of relationships.

[New] The school may work with external organisations to enhance delivery by bringing specialist knowledge and varied approaches to engaging young people; however, the school will remain responsible for the content and the way in which pupils will be taught. The school will ensure that any external resources and contributions are accurate, age-appropriate, developmentally suitable and unbiased. The school will be particularly cautious when considering materials from organisations that may promote harmful products or have a strong partisan view on contested topics.

[New] The school will check the suitability and credentials of any visiting speaker or organisation and request lesson materials and plans in advance. The school will also ensure that materials will be available for parents to view.

[New] The school will ensure that all teaching resources are appropriate for the age and maturity of pupils, accessible for all learners, including pupils with SEND, and consistent with the planned programme and this policy. Resources will be selected and delivered in a way that are sensitive to pupils' needs.

[New] The school will establish clear expectations around confidentiality within lessons and will ensure that any visitor understands how safeguarding concerns or disclosures will be managed in line with school safeguarding procedures.

The RSHE curriculum will be delivered by appropriately trained members of staff.

The school will use resources from the Unifrog platform. The resources from this platform are complaint with the updated DfE RSHE statutory guidance and PSHE Association objectives.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

[New] Teaching will be factual, balanced and sensitive, including in relation to sexual health where relevant, and the school will ensure that pupils understand that discrimination, bullying and disrespectful language or behaviour are never acceptable.

[New] Where topics are contested or subject to wider debate, the school will not promote any particular viewpoint as fact, will avoid reinforcing gender stereotypes, and will ensure that resources used are suitable, unbiased and appropriate for pupils' age and maturity.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. the body, in a way that is appropriate and sensitive to the various needs of the school community, e.g. cultural background. All teaching and resources will be assessed by the RSHE curriculum leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

The school will consult with parents and families regarding curriculum content and delivery.

The procedures for assessing pupil progress are outlined in the 'Assessment' section of this policy.

Curriculum organisation

The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and services
- School ethos / Respect reminders
- School's behaviour curriculum
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips
- Drop down days

Terminology

Pupils will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure pupils are not left vulnerable.

[New] Equality

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

[Updated] The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- **[Updated]** Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- **[New]** Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- **[New]** The Online Safety Act.
- **[Updated]** Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc, including AI-generated sexual imagery and deepfakes.

- Pornography
- Abortion
- **[Updated]** Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- **[New]** Alcohol, smoking, vaping and nicotine products and illicit drug use
- **[New]** Gambling
- **[New]** Carrying knives and weapons
- Extremism and radicalisation
- **[Updated]** Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- **[New]** The age of criminal responsibility
- **[New]** Medical consent, Gillick competence and parental responsibility

[New] LGBTQ+ content

The school will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way.

[New] Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

[New] Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence. For example, the school will plan appropriate drop-down days that cater for pupils with SEND. These drop-down days will provide focussed and targeted teaching and support in key areas.

[New] Addressing sexual harassment and sexual violence

The school will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

[Updated] Dealing with difficult questions

[Updated] The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

[New] The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

[New] The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

[New] Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE curriculum leader or the safeguarding lead.

[New] Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

9. Curriculum links

The school will seek opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning. RSHE will be linked to the following subjects:

- **Ethics and Philosophy** – pupils are enthused to engage in systematic enquiry into significant human questions which religion and diverse worldviews address, so that they can develop and understand the skills needed to appreciate varied responses to these questions as well as develop responses of their own.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – pupils are taught about how to be digitally competent as well as responsible online citizens. They are taught about keeping themselves safe online and the different risks that they may face online as they get older and as technology develops.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sport and understand how to lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals. They are also provided with the knowledge, attitudes, understanding and practical skills to help prepare them to play a full, active and responsible part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.

10. [Updated] Working with parents

[Updated] The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, take proactive steps to ensure parents are aware of what is being taught and why it is important for wellbeing and safety. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum, and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

[Updated] When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- [Updated] A representative sample of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from some or all of the sex education delivered as part of statutory RSE up to and until three terms before the child turns 16.

[New] The school will ensure that parents are able to view all curriculum materials used to teach RSHE on request. The school will respond positively to reasonable requests from parents to see lesson resources, particularly where content may be considered sensitive.

[New] The school will ensure that any materials delivered by external providers are shared with the school in advance and available for parents to view on request. The school will not enter into contractual agreements that prevent the school from sharing RSHE materials with parents.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to info@icknield.beds.sch.uk and request a meeting with the headteacher.

11. Working with external agencies

Working with external agencies will be used to enhance the school's delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.
- All resources used by guest speakers will be available to parents to view prior to lesson delivery.

12. [Updated] Parents' right to request withdrawal from sex education

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing (this can be via email or a hand written letter) to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office.

The headteacher will reserve the right to refuse a request in exceptional circumstances, for example, because of safeguarding concerns or a pupil's specific vulnerability.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

[New] Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

13. [Updated] Safeguarding and confidentiality

[New] Teachers of the RSHE curriculum will be aware that discussions around sensitive topics can lead to increased safeguarding reports. All staff will know what to do if they have concerns that a pupil is being neglected or abused, including those who have seen, heard or experienced the effects of domestic abuse. Concerns will be passed to the DSL/DDSL and recorded on CPOMS.

All pupils will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.

To meet the DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as their knowledge and resources may help to address safeguarding issues more appropriately and effectively.

In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

When teaching issues that are particularly sensitive, e.g. self-harm, consent or suicide, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to pupils. Teaching of these subjects will always prioritise preventing harm to pupils as a central goal.

Confidentiality within the classroom will be an important component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

In relation to safeguarding, the RSHE curriculum will cover the following aspects:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to:
    - Sexual consent
    - Sexual exploitation
    - Abuse
    - Grooming
    - Coercion
    - Harassment
    - Rape
    - Domestic abuse
    - So called 'honour'-based violence, e.g. forced marriage and FGM, and how to access support
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

The RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

14. Assessment

The school will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Written assignments
- Self-evaluations

The RSHE curriculum leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments / reviews, which can include a mixture of the following:

- Self-evaluations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE curriculum leader will work regularly and consistently with the deputy headteacher, e.g. through line management meetings, to evaluate the effectiveness of the subjects and implement any changes.

15. Staff training

Training will be provided to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum. Training may be around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

16. Monitoring and review

This policy will be reviewed by the deputy headteacher in conjunction with the RSHE curriculum leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the deputy headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy will be Summer 2027.

KEY STAGE 3 PSHE CURRICULUM

Appendix 1

`Raising the Achievement of All'

ELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: PSHE **Year: 7**

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Theme	**Health & Well-being**	**Relationships**	**Living in the Wider World**	**Health & Well-being**	**Living in the Wider World**	**Relationships**
Secondary Theme	New beginnings	Acceptance	Developing Skills & Aspirations	Health Choices	Introducing relationships	Finance and politics in the UK
Key Questions	What will help you settle into a new environment? How can you create a positive friendship? What physical and mental changes might you experience at the start of secondary school?	What are the different types of bullying? What behaviours lead to bullying? How can you be assertive? What are values?	What skills and abilities do you have and how might they help you plan your future? What are employability skills and why are they important? How can you develop a positive mindset? What are the benefits of meditation?	How can your routines impact you physical and mental health? How can we support people who want to quit smoking and or vaping? Rail, Water & Road Safety	What is the difference between healthy and unhealthy relationships? What does consent look like?	What responsibilities are required when managing a budget? How are decisions made in the UK and what choices do you have?
Content: Substantive/Declarative knowledge- 'Know what'	**Students will learn about:** Making lasting friendships	**Students will learn about:** Promoting diversity,	**Students will learn about:** Personal Attributes & Key Skills	**Students will learn about:** Rail Water & Road Safety	**Students will learn about:** Puberty and Well-being	**Students will learn about:** Financial choices

	Physical & Mental development	acceptance & anti-bullying Values	Career pathways Positive mindsets	Smoking and vaping risks Healthy eating Dental health	Consent	Democracy in the UK. Introduction to Politics
Expertise: **For example Disciplinary/Procedural Knowledge** 'Know how'	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills to recognise and demonstrate positive social behaviour to respond to negative peers to support the mental & physical health and well-being of their peers	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills to recognise bullying to be assertive to identify wants and needs differ	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills to recognise how their career path is supported Know how to improve their positivity through mindfulness practice	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills To make safe choice when out of the home to make healthy food choices to prioritise healthy rather than cosmetic dental treatments to gain support from outside agencies to quit smoking	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills democracy works to create a persuasive speech	**Students will know how:** to interact within whole class and group discussions to develop their oracy skills puberty can impact their lives to seek consent to keep themselves and others safe
Literacy/ Numeracy/ SMSC	Reading and oracy in lessons to develop literacy skills.	Reading and oracy in lessons to develop literacy skills.	Reading and oracy in lessons to develop literacy skills.	Reading and oracy in lessons to develop literacy skills.	Reading and oracy in lessons to develop literacy skills.	Reading and oracy in lessons to develop literacy skills.

	Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Understanding key vocabulary Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Understanding key vocabulary Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Understanding key vocabulary Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Understanding key vocabulary Speech Writing and presentation skills Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Understanding key vocabulary Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy
Disciplinary literacy	Key Words Qualities Convictions Preconceptions Empathy Puberty Emotions Hormones Menstruation Pads	Key Words Physical Psychological Cyber Verbal Assertiveness Want Need Material value Selfish	Key Words Qualifications Interview skills Qualities Problem solving Body language research **Further Reading:** **Simone Biles**	Key Words Carbohydrates Fats Protein Vitamin Minerals Hydrated Dentist Decay Veneer	Key Words Healthy vs unhealthy relationships Consent Mental well-being, Mindfulness, Meditation	Key Words Democracy Dictator Manifesto, Parliament House of Commons House of Lords Prime Minister Candidate Budgeting

	Further Reading: **Flowers in the Gutter** by KR Gaddy **Long Way Down** by Jason Reynolds **Too much trouble** By Tom Avery **Every Shiny Thing** By Cordelia Jensen **When Shadows Fall** By Sita Brahmachari	Selfless **Further Reading:** **A Monster Calls** by Patrick Ness **Katherine Johnson - Life Series** By Katherine Johnson **Refugee Boy** By Benjamin Zephaniah **The Other Side of Truth** By Beverley Naidoo	By Simone Biles	Amalgam Root canal Nicotine Carcinogenic Bronchitis Respiratory system Pedestrian Traffic Visibility Railway Trespass level crossing open water cold water shock, hazard risk safety emergency **Further Reading:** **Hatchet** By Gary Paulsen	**Further Reading:** **Wonder** by R J Palacio	Income Expenditure Lifestyle, **Further Reading** **David Attenborough** - Life Stories Series By David Attenborough **Wild** By Eel Fountain **Kensuke's Kingdom** By Michael Morpurgo
Careers			Introduction to transferable skills, communication and careers support throughout Icknield			

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: PSHE **Year: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme	**Health & Well-being**	**Relationships**	**Living in the Wider World**	**Health & Well-being**	**Living in the Wider World**	**Relationships**
Secondary Theme	**Peer Influence & Substance Use**	**Discrimination**	**Setting goals**	**Emotional Well-being**	**Building Relationships**	**Using the world's resources**
Key Questions	How can we combat pressures involving drugs and knife carrying? What are the risks involved with cannabis and alcohol and consumption? What are County Lines?	What is bullying? What are the impacts of bullying? What is Cyberbullying? How can we challenge prejudice? What is self-esteem	What Skills do I have? How do my skills suit different careers? What skills are required for an interview?	What is Mental Well-being? What are the 5 ways to Mental Well Being? Why is sleep so important?	What are relationship values? What are relationship Red Flags? What is the difference between a healthy and unhealthy relationship? What is consent? What different types of contraception are there? What are the relationship risks	Do our choices impact the global economy? What is Global Warming and how does our carbon footprint impact it? What are single use plastics and what impacts are they making on the environment?

					might arise due to online activity? What are the laws and risks relating to sharing nude images?	
Content: Substantive/Declarative knowledge- 'Know what'	**Students will learn about:** Alcohol & drugs. Knife crime & County Lines	**Students will learn about:** Types of Bullying Assertiveness and communication skills The Felix Alexander Bullying story Self-promotion	**Students will learn about:** Transferable skills and qualities Pathways to careers	**Students will learn about:** Mental wellbeing Meditation Sleep	**Students will learn about:** Healthy vs unhealthy relationships. Consent Contraception Online Safety the risks and legal implications of sharing nude or semi-nude images	**Students will learn about:** Children labour UNICEF Carbon footprints Single use plastics
Expertise: For example Disciplinary/Procedural Knowledge 'Know how'	**Students will know how:** to communicate in small and large groups and sensitively discuss topics to assertively decline drugs when offered	**Students will know how:** to recognise different forms of bullying to get the necessary support to overcome a bullying situation	**Students will know how:** to link their skills & qualities to self-promotion to target careers which match their skill profile	**Students will know how:** the 5 ways to Mental Well-being can guide them towards positive life habits to calm a busy mind using mindfulness	**Students will know how:** to recognise how healthy a relationship is to request consent to keep themselves safe	**Students will know how:** to support overseas farmers they can reduce their Carbon Footprint

	to recognise how to positively support a friend to keep themselves safe in their community	to support someone being bullied to challenge prejudicial behaviour to promote positive behaviour		To avoid unhealthy coping strategies e.g. eating disorders and self-harm to demonstrate appreciation of others	to know how to safely respond to pressure to share images	
Literacy/ Numeracy/ SMSC/	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy

	Emotional literacy		Emotional literacy	Emotional literacy		
Disciplinary Literacy	Key Words: Influence Cannabis Marijuana Paranoia, Dependence Gangs, Consequences, Reputation, Criminal record Alcohol Long term/short term risks, Dependence Import, Production, Distribution, Organised crime, Faces Elders Street gangs, Cuckooing **Further Reading:** **Every Shiny Thing** by Cordelia Jensen	Key Words Resilience Isolation Cyber bullying Verbal Psychological Well being Positivity Self-belief **Further Reading:** **A Monster Calls** By Patrick Ness **Ghost Boys** By Jewell Rhodes **I am Malala** by Malala Yousef **Looking at the Stars** By Lewis Hine **Looking for JJ** by Anne Cassidy **You're Not Proper** by Tariq Mehmood **Refugee** By Alan Gratz	Key Words Credit Debit Debt Budgeting Salary Wages Body Language Impression Confidence **Further Reading:** **Simone Biles** by Simone Biles	Key Words Anxiety Stress Resilience Mindfulness Well-being Self-harm Eating disorders Coping habits Habit Routine Caffeine **Further Reading:** **There is no Planet B** By Mike Berniers Lee **Mind Your Head** By Juno Dawson	Key Words Values Communication Negotiation Consent Contraception Condom, barrier Hormonal Sext Sexually explicit Pressures **Further Reading:** **The Balloon Thief** By Aneesa Marufu **Mind Your Head** By Juno Dawson **All the bright Places** By Jennifer Niven	Key Words Global warming Emissions Deforestation Single use Plastics Savannah Poverty Empathy **Further Reading:** **The Territory** by Sarah Govett

	When Shadows Fall By Sita Brahmachari					
Careers			Interview skills, body langue and self-promotion			

Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: PSHE **Year: 9**

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Theme	**Health & Well-being**	**Relationships**	**Living in the Wider world**	**Health & Well-being**	**Living in the Wider world**	**Relationships**
Secondary Theme	**Mental Health**	**Building a positive community**	**Planning the future**	**Healthy Lifestyles**	**Intimate relationships**	**Supporting greater issues**
Key Questions	What impact will drugs have on your Well-being? What First aid should you offer someone suffering from a severe cut? What are the legal, social and well-being implications of knife carrying?	What is hate crime? towards which social groups is hate crime mainly directed? Why might the term acceptance be more suitable than tolerance? What is extremism and how can we curtail its growth?	What skills and qualities do I have? What are the pathways associated with different GCSE subjects? How can understanding our political system encourage greater	What do we need to live healthier lives? How can you improve your sleep pattern? What impact does sleep deprivation have?	What part does intimacy play in a positive relationship? What expectations are reasonable in a healthy relationship? How can you recognise a controlling relationship?	Does our Prison system work? What sentences are given for breaking the law? Is the use of Capital Punishment appropriate?

		How is Animal welfare and caring for our environment linked?	independent thinking?		What does capacity to consent mean? What are the legal ages of consent? What are STI's and which types of contraception help to reduce their spread? What is CSE and what are the 4 stages of Grooming?	
Content: Substantive/Declarative knowledge- 'Know what'	**Students will learn about:** Promoting positive mental wellbeing The impact of drugs on the mind and body Basic first aid for a significant bleed Teenage social issues and their causes	**Students will learn about:** The role of Black History Month in UK Society The 9 protected Characteristics of the 2010 Equality Act Hate crime The refugee Crisis Wildlife and the Environment	**Students will learn about:** The Myers Brigg Personality Test GCSE Options / Th UK political system Speech writing and self-promotion An introduction to Finance	**Students will learn about:** Healthy night time routine Healthy lifestyles Basic first aid	**Students will learn about:** Intimate relationships Consent Contraception Consent and age laws Risks of STIs Living with HIV	**Students will learn about:** Modern prisons Capital punishment

Expertise: **For example** **Disciplinary/Procedural Knowledge** 'Know how'	**Students will know how:** to communicate in small and large groups to sensitively discuss topics to support a friend with low mental wellbeing to perform basic first aid on someone with a significant bleed to stay safe in social situations to promote living knife free	**Students will know how:** to promote equality in school and society	**Students will know how:** to select appropriate GCSE options based upon a number of factors	**Students will know how:** To improve their sleep environment and night time routine To create a positive online profile To recognise if their online activity is impacting their well being	**Students will know how:** To set expectations which will promote a healthy relationship To identify controlling behaviour in a relationship To reduce the personal risk of STI's To make appropriate online decisions which will to benefit their future physical and emotional relationships	**Students will know how:** to explain the merits of the prison system to know what part they can play to tackle environmental issues
Literacy/ Numeracy/ SMSC/	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the

	school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy
Disciplinary Literacy	Key Words Illegal Risk Stimulant Hallucinogenic Possession Supply Intent, Dependence Gangs Consequences Loyalty Choices Violence Prejudice	Key Words Acceptance vs tolerance Harassment Refugee Asylum seeker migrants Extinction, Desertification, Poaching Habitat Welfare **Further Reading:**	Key Words Manifesto Constituency Parliament Magna Carta Election Secret ballot Employability skills Body language Communication **Further reading:** **Just Mercy**	Key Words Mental well-being Mindfulness Sleep cycle Circadian rhythm Insomnia **Further reading:** **There is no Planet B** By Mike Berniers Lee	Key Words Healthy vs Unhealthy Compromise Negotiation Dominant Respect Consent STI’s HIV Grooming Vulnerability HIV PrEP **Further**	Key Words Murder Manslaughter Robbery Assault Reformation Capital punishment **Further Reading:** **All the Bright Places** By Jennifer Niven **Boys Don't Cry**

	Further reading: **Orangeboy** By Patrice Lawrence	**Refugee** By Alan Gratz **Born a Crime** By Trevor Noah **The Boxer** By Nikesh Shukler **The Elephant in the Room** By Holly Goldberg **The Hate you Give** By AngieThomas **The Jungle** By Pooja Puri **This Book is Cruelty Free** By Linda Newberry **We Should All Be Feminists** By Chimamanda Ngozi Adichie	By Bryan Stevenson (adapted for teens)	**Mind Your Head** By Juno Dawson	**Reading:** **How to save a life** By Sara zarr	By Malorie Blackman **Black Sheep** By Na'ima Robert **Killing Honour** By Bali Rai **Our Chemical Hearts** By Krystal Sutherland **She Wore red trainers** by Na'ima Robert **Sugar Rushby** by Julie Burchill **The Love & Lies of Rukhsana Ali** By Sabina Khan **This Book is Gay** by Juno Dawson
Careers			Support with choosing GCSE options based upon qualitative and quantitative data			

Key Stage 4 Curriculum Map

Appendix 2

Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: PSHE Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme	**Health & Well-being**	**Relationships**	**Living in the Wider World**	**Health & Well-being**	**Relationships**	**Living in the Wider World**
Secondary Theme	**Managing health**	**Recognising unhealthy relationships**	**Working life and**	**Mental health**	**Relationship Expectations**	**Humanitarian behaviour**
Key Questions	What are the laws relating to blood organ and stem cell donation? What screening can I do to maintain my health? Who can I turn to if a bereavement happens close to me? To what extent is a drive for dopamine causing addiction?	What is the difference between a forced and arranged marriage? Can you Recognise the signs and impact of honour-based abuse, including emotional and psychological trauma?	What different type of Employment pathways are there? What skills will I need when I enter a working environment? How can I navigate earning money online safely? Which careers are likely to experience decline or growth in the future?	What are the impacts of artificially created images and AI attachment? What is violence against women and girls, and how can we challenge harmful behaviours and promote respectful relationships? What is the masculinity identity crisis?	How can I build intimacy in a relationship? Which method of contraception should I use? What are the effects of pornography addiction on relationships?	What can I do to help as a first responder in first aid situations? What expectations will employers have of me during my work experience? To what extent did I fulfil the expectations of my work experience?

Content: **Substantive/Declarative knowledge-** 'Know what'	**Students will learn about:** Blood, Organ & Stem Cell Donation Gillick Competency Self-examination and screening Bereavement Addiction Dopamine and false happiness	**Students will learn about:** Forced & Arranged Marriages Honour based abuse including FGM	**Students will learn about:** Employment pathways Workplace skills and expected etiquette	**Students will learn about:** Deep fake images and AI attachment Relationship, Safeguarding and Identity issues causing VAWG The Masculinity crisis	**Students will learn about:** Building intimacy in a relationship Distorted Reality of Pornography The new laws are regarding Non-fatal strangulation	**Students will learn about:** Saving Lives with 1st Aid Planning for work experience
Expertise: **For example Disciplinary/Procedural Knowledge** 'Know how'	**Students will know how:** To become a part of the donation programme or how to opt out To take early action to reduce the likelihood of illness becoming serious To identify who bereavement support options	**Students will know how:** To recognise when a marriage is forced and know who to contact To get support regarding honour-based abuse	**Students will know how:** To understand the impact of AI on their lives and careers To avoid having a negative digital footprint To identify career paths which match the market	**Students will know how:** To question the reliability of digital sources and images To recognise and challenge harmful behaviours, including gender-based harm, and promote safe, respectful and	**Students will know how:** To recognise the importance of intimacy in a relationship To choose the appropriate contraception option to link pornography with unhealthy relationships	**Students will know how:** To support a medical emergency as a first responder To behave and conduct themselves to create a positive impression during work

	To understand and support someone who physically harms themselves through addiction		To spend whilst understanding the borrowing impact	equal relationships Develop and express a positive, healthy understanding of masculinity		
Literacy/ Numeracy/ SMSC/	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy

				Emotional literacy		
Disciplinary Literacy	**Key Words** Transplant Donor Transfusion Routine Screening Mammography Colonoscopy Self-Examination Gillick Competency Abuse Dependence Recovery Detoxification Sobriety Suicide Neurotransmitter Dopamine Endorphins Serotonin Addiction **Further Reading:** **Never Let Me Go** By Kazuo Ishiguro **The Fault in our Stars** By John Green	**Key Words** Excision Genitals Circumcision Trauma Coercion Consent Honour Based Violence FGM Virginity Testing Hymenoplasty **Further Reading** **Desert Flower** By Waris Dirie **A thousand Splendid Suns** By Khaled Hosseini	**Key Words** Automation Job Market Remote work Freelancing Upskilling **Further Reading**: **I Robot** By Isaac Asimov **The pursuit of Happiness** By Chris Gardner **The Millionaire Next Door** By Thomas J Stanley & William Dank	**Key Words** Artificial Intelligence (AI) Deep fake Algorithm Machine learning Generated content Manipulation Attachment Emotional reliance Psychological Disorders Anxiety Depression Stigma Counselling Dopamine serotonin Coping mechanisms Scars Consent harassment misogyny safeguarding bystander equality	**Key Words** Intimacy Breakup Pornography Image based sexual abuse Contraception Options STI Transmission Prevention condom, testing screening asymptomatic treatment confidentiality consent Pornography consent boundaries distortion objectification Wellbeing Strangulation **Further Reading:** **The Porn Trap** By Wendy Maltz **Speak**	**Key Words** Incel Radicalisation Terrorism Ideology Fundamentalism Disinformation Cardiopulmonary Resuscitation Emergency response Stroke Recovery position Professionalism, punctuality, responsibility, communication, teamwork, reliability, initiative, respect, confidentiality, health and safety **Further Reading:** **The Breadwinner** By Deborah Ellis **Refugee** By Alan Gratz **Hatchet**

	Neuromancer By William Gibson			Masculinity stereotypes expectations misogyny respect peer pressure role model Incel Celibate **Further Reading:** **The Perks of being a Wallflower** By Stephen Chbosky **Beautiful Boy** By David Sheff	By Laurie Halse Anderson	By Gary Paulsen
Careers			**Yr. 10 Careers block**			**Work Experience preparation and evaluation**

SUBJECT: **PSHE** **Year 11**

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Theme	**Relationships**	**Living in the Wider world**	**Health & Wellbeing**	**Health & Well-being**	**Living in the wider world**	
Secondary Theme	**Families**	**Post 16 Preparation**	**County Lines & Risking money**	**Staying safe**	**Exam preparation**	
Key Questions	What are the expectations associated with marriage?	What education and career pathways are there and which suits my skills and abilities best?	What is child criminal exploitation? What is grooming?	What is domestic abuse, how can we recognise the signs, and how	Why should I prioritise sleep? What can I expect once the exams start?	

	How does arranged and forced marriage differ? What are the legal implications or marriage? What options are there for unplanned pregnancies? What are the responsibilities of a parent? What factors might affect fertility?	How do I apply for a post 16 college? What should I include in my CV? What interview techniques would give the me best chance of impressing on my college interview? What impact can my social media posts have on future jobs aspirations?	What are the potential consequences of CCE? Why should I be wary of County Lines? Want to Bet?	can we respond safely and support others? What is extremism, how are people influenced by it, and how can we recognise, challenge and respond to it safely?	How can I best prepare for the post 16 life?	
Content: Substantive/Declarative knowledge- 'Know what'	**Students will learn about:** The legal status and responsibilities of marriage and civil partnership, the risks of forced marriage, and how relationships contribute to wellbeing and family life	**Students will learn about:** Education and career pathways Employability skills Post 16 Applications and personal Statements CV Writing Digital footprint	**Students will learn about:** Grooming Child exploitation Society risks Gambling addiction and risks	**Students will learn about:** The concept of coercive control and power imbalance in relationships The Domestic Abuse act 2021 including updated strangulation and suffocation laws Negative	**Students will learn about:** Exam preparation Positive lifestyle choices Managing exam stress Components of a healthy lifestyle Sleep	

		Interview Skills		influences on society		
Expertise: **For example** **Disciplinary/Procedural Knowledge** 'Know how'	**Students will know how:** To set expectations which will promote a healthy relationship To identify controlling behaviour in a relationship To reflect on different types of relationships and family structures and be supportive of family structures which may differ from their own	**Students will know how:** To identify pathways in education and future careers which match their individual skills and abilities To match their skills to those prioritised in the workplace To write a post 16 application form accurately To be able to use a CV template on Word and create a CV To answer interview question in a way that promotes their qualities	**Students will know how:** To identify the stages of grooming To recognise vulnerability To recognise when a friend is being criminally exploited and know your options To assess the risks of making money online quickly To link gambling with serious mental health harms, including anxiety, depression and suicide	**Students will know how:** to recognise the signs of domestic abuse, respond safely to concerns, access support, and maintain healthy and respectful relationship boundaries To recognise signs of Extremism, critically evaluate information, respond safely to risks, and promote respect and tolerance	**Students will know how:** To play a key role in community cohesiveness To prepare themselves for their final exams To create a positive night time routine to support their learning and wellbeing	
Literacy/ Numeracy/ SMSC/	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary	Reading and oracy in lessons to develop literacy skills. Understanding key vocabulary	

	Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	Making positive impact within the school and home community Promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Resolve conflict Emotional literacy	
Disciplinary Literacy	**Key Words** Well-being Sleep Pattern Screen Time Commitment Civil partnership Miscarriage Abortion Termination Fertility Menopause	**Key Words** Aspirations, Employability Skillsets Curriculum vitae Apprenticeships Smart targets **Further Reading** **Atomic Habits** James Clear	**Key Words** Import Production Distribution Organised crime Faces Elders Street gangs, Cuckooing Gambling Risk Debt	**Key Words** Domestic abuse coercive control manipulation consent boundaries respect, safeguarding reporting support equality Strangulation Suffocation	**Key Words** Stress Signs Symptoms Planning Organisation, Strategies Support Conversations Management Relaxation Drive	

	Further Reading: **Pretty Things** By Sarra Manning **Submarine** By Joe Dunthorn **Boys Don't Cry** By Malorie Blackman **This Book is Gay** By Juno Dawson	**Undone** By Cat Clarke **The Alchemist** Paulo Coehlo **Losing my Virginity** By Richard Branson **Shoe Dog** Phil Knight **Finding my Voice** By Nadiya Hussain **A Long Walk to Freedom** By Nelson Mandela	Addiction Influence Manipulation Anxiety Depression Suicide **Further Reading**: **County Lines** By Jason Farrell **Good Cop, Bad Wars** By Neil Woods **The Fix** Sephie Mackenzie	Extremism, radicalisation manipulation propaganda, misinformation influence tolerance democracy safeguarding Prevent **Further Reading:** **The Midnight Library** By Matt Haig **The 4 Pillar Plan** By Rangan Chatterjee	Mindfulness Scheduling Downtime Sleep Routine Regeneration Growth Mood Memory Immunity Sleep hygiene **Further Reading:** **Atomic Habits** James Clear **The Stress Solution** By Rangan Chatterjee	
Careers		**Interview Skills** **Post 16 Application** **Myers Briggs Personality careers linked quiz**				