

## PSHCE & SRE Long Term Curriculum Plan

It is very difficult to ensure our pupils have prior knowledge in all areas of the PSHE/SRE Curriculum as they may have missed much of their previous educational journey. Therefore, we prioritise developing these skills in all areas of school life, through our educational ethos and during tutor group time and Key Stage Assemblies. We will also deliver this curriculum incidentally, as and when the needs of our pupils present the opportunity to cover particular curriculum content. In addition, we will ensure the delivery of high-quality PSHE/SEAL, Life Skills and Careers lessons. Pupils will be taught at the age-appropriate level for their current attainment, except in SRE, which must be covered at their actual chronological age.

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

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| PSHE | Life Skills | Careers | RSE | Science | ICT |
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KS1

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| 1 | <p><b>Health and Wellbeing</b></p> <p>I can describe how feelings can affect people's bodies and their behaviour.</p> <p>I can recognise what others might be feeling.</p> <p>I can recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>I can discuss ways that we can share our feelings. I can use a range of words to describe feelings.</p> <p>I can describe some of the ways in which we are all unique.</p> | <p><b>Health and Wellbeing</b></p> <p>I can recognise that people grow and change from young to old and that their needs change as they get older.</p> <p>I can explain which people have the job to help keep us safe and how they do this.</p> <p>I can describe some different ways to learn and play.</p> <p>I can recognise the importance of knowing when to take a break from time online or TV.</p> | <p><b>Living in the Wider World</b></p> <p>I can name some of the similarities and differences that people can have.</p> <p>I can recognise that everyone has different strengths.</p> <p>I can recognise that jobs help people to earn money to pay for things.</p> | <p><b>Living in the Wider World</b></p> <p>I can demonstrate an understanding of basic First Aid that I could use at home.</p> | <p><b>RSE</b></p> <p>I can name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>I can share my opinions on things that matter to me and can explain my views through discussions with one other person and the whole class.</p> <p>I can identify and respect differences and similarities between people.</p> <p>I can name the ways in which I am similar and different to others.</p> <p>I understand that my behaviour can affect other people.</p> <p>I can discuss some simple strategies to resolve arguments between friends positively.</p> | <p><b>RSE</b></p> <p>I understand that some things are private and the importance of respecting everyone's privacy. I understand that the parts of my body that are covered by underwear are private.</p> <p>I can identify special people in my life (family, friends, carers), what makes them special and can identify ways that special people should care for one another.</p> <p>I understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes me feel uncomfortable, anxious or afraid.</p> <p>I can demonstrate some basic techniques for</p> |
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|  |  |  |  |  | <p>I can talk about my feelings with others and can recognise how others show their feelings and how to respond to them.</p> <p>I can explain the difference between kind and unkind behaviour, and how this can affect others.</p> <p>I understand how people may feel if they experience hurtful behaviour or bullying.</p> <p>I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation).</p> <p>I can recognise when people are being unkind either to myself or to others. I understand how to respond, who to tell and what to say.</p> | <p>resisting pressure to do something that I don't want to do and which may lead to me becoming unsafe.</p> <p>I can explain the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> |
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| 2 | <p><b>Health and Wellbeing</b></p> <p>I can recognise when I need help with my feelings. I understand that it is important to ask for help with my feelings; and how I can ask for it.</p> <p>I can identify examples of change and loss (including death). I can identify feelings associated with this and can recognise what helps people to feel better.</p> <p>I can identify some strategies to use to help me to cope when I am finding things difficult.</p> <p>I know why sleep is important and can name different ways to rest and relax.</p> <p>I can describe different things that help people feel good (e.g. playing outside, doing things they enjoy, spending</p> | <p><b>Health and Wellbeing</b></p> <p>I understand that that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>I can name things that people can put into their body or on their skin and know how these can affect how people feel.</p> <p>I understand how rules and age restrictions are there to keep us safe.</p> <p>I know there are basic rules to keep me safe online. I understand what is meant by personal information and what should be kept private. I also recognise the importance of telling a trusted adult if I come across something that scares me.</p> | <p><b>Living in the Wider World</b></p> <p>I understand how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>I understand the role of the internet plays in everyday life.</p> <p>I know that not all information seen online is true.</p> | <p><b>Living in the Wider World</b></p> <p>I understand what money is and can explain the forms that money comes in. I know that money comes from different sources.</p> <p>I understand that people make different choices about how to save and spend money</p> <p>I can explain the difference between needs and wants and appreciate that sometimes people may not always be able to have the things they want.</p> <p>I understand that money needs to be looked after and there are different ways of doing this.</p> | <p><b>RSE</b></p> <p>I can offer constructive support and feedback to others</p> <p>I understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>I understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. I know how to report bullying and the importance of telling a trusted adult if I notice something that I do not like online.</p> <p>I understand that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>I can recognise different types of teasing and</p> | <p><b>RSE</b></p> <p>I understand how I can respond if physical contact makes me feel uncomfortable or unsafe.</p> <p>I understand that there are situations when I need to ask for permission to do things and also when my permission should be asked for.</p> <p>I know what to do if they feel unsafe or worried for myself or others. I know who to ask for help and I can name specific vocabulary to use when asking for help. I know the importance to keep trying until I am listened to.</p> <p>I understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how I can respond (including</p> |
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|  | <p>time with family, getting enough sleep).</p> <p>I can identify basic treatment for common injuries and understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>I know how to make a clear and efficient call to emergency services if necessary.</p> |  |  |  | <p>bullying and I understand that these are wrong and unacceptable.</p> <p>I can name some strategies to resist teasing or bullying, if I experience or witness it and I know who to go to and how to get help.</p> | <p>who to tell and how to tell them).</p> <p>I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> |
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| Year 3 | <p><b>Health and Wellbeing</b></p> <p>I understand how to make informed decisions about my health.</p> <p>I can explain what the elements of a balanced, healthy lifestyle are.</p> <p>I know that certain choices can support a healthy lifestyle, and can recognise what might influence these.</p> <p>I understand that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I understand what good physical health means and how to recognise early signs of physical illness.</p> <p>I can describe what constitutes a healthy diet.</p> | <p><b>Health and Wellbeing</b></p> <p>I can describe how medicines, when used responsibly, contribute to health.</p> <p>I understand that some diseases can be prevented by vaccinations and immunisations and how allergies can be managed.</p> <p>I know how and when I need to seek support, including which adults to speak to in and outside school, if I am worried about my health.</p> <p>I understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>I can recognise &amp; describe my</p> | <p><b>Living in the Wider World</b></p> <p>I understand that there are reasons for rules and laws and know that there are consequences of not adhering to rules and laws.</p> <p>I understand that human rights are there to protect everyone.</p> <p>I can explain the relationship between rights and responsibilities.</p> <p>I understand the importance of having compassion towards others and understand the importance of having shared responsibilities for caring for other people and living things.</p> <p>I can name some of the ways that we can show</p> | <p><b>Living in the Wider World</b></p> <p>I can describe different ways to pay for things and understand that people have a choice about this.</p> <p>I understand that people have different attitudes towards saving and spending money and can discuss what influences people's decisions.</p> <p>I can explain what makes something 'good value for money'.</p> <p>I understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> | <p><b>RSE</b></p> <p>I understand what the benefits and risks of sun exposure and overexposure are.</p> <p>I can describe the ways that I can keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>I understand that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I understand that marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>I understand that people who love and</p> | <p><b>RSE</b></p> <p>I understand the importance of respecting the differences and similarities between people.</p> <p>I can explain what I have in common with others e.g. physically, in personality or background.</p> <p>I understand that keeping something confidential or secret (e.g. a birthday surprise that others will find out about) is acceptable. However, I understand that if it makes me feel uncomfortable it should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>I understand how to respond safely and appropriately to adults</p> |

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

The KS3 curriculum will be on a three-year rolling cycle where the topic will change every year for three years. 5

|         | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
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| Cycle 1 | <p><b>Health and Wellbeing</b></p> <p>Personal care. For example, ironing, sewing, cleaning</p> <p>Personal aspirations: understanding emotions, preferences, aspiration and personal strengths.</p> | <p><b>Health and Wellbeing</b></p> <p>Diet and healthy lifestyles – diet, exercise, hygiene</p> <p>Drugs education.</p> | <p><b>Citizenship</b></p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Focus on knife crime.</p> | <p><b>Citizenship/Financial Education</b></p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> | <p><b>RSE</b></p> <p>Diversity, prejudice and bullying</p> <p><b>Careers</b></p> <p>Teamwork, enterprise skills and raising aspirations</p> | <p><b>RSE</b></p> <p>What makes a good friendship?</p> <p>Friendships and managing them</p> <p>Being positive &amp; self esteem</p> <p>Pressure and influence</p> |

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|         | <p>Personal safety inside and outside of school including First Aid, CPR and the use of defibrillators</p> <p>How to articulate a range of emotions accurately and sensitively using appropriate vocabulary</p>  |   |  | Bank accounts, saving, borrowing, budgeting and income  |  | <p>What does it mean to be a man in 2021?</p> <p>Self-worth</p> <p>Consent and boundaries</p> <p>Respect and relationships</p> <p>Unwanted contact and FGM</p> |
| Cycle 2 | <p><b>Health and Wellbeing</b></p> <p>Mental health and emotional wellbeing including body image and coping strategies</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> | <p><b>Health and Wellbeing</b></p> <p>Alcohol and drug misuse and pressures relating to it</p> <p><b>Careers</b></p> <p>Equality of opportunity in careers and life choices</p> <p>Different types and patterns of work</p> | <p><b>Citizenship</b></p> <p>The operation of Parliament, including voting and elections, and the role of political parties</p> <p>Digital literacy, online safety and media reliability</p> <p>Gambling hooks</p> | <p><b>Citizenship</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom</p> | <p><b>RSE</b></p> <p>Healthy relationships</p> <p>What is love?</p> <p>Introduction to contraception</p> | <p><b>RSE</b></p> <p>Dealing with conflict</p> <p>Sexual orientation, gender identity and the Equality Act</p> <p>Periods &amp; Menstrual cycles</p>           |
| Cycle 3 | <p><b>Health and Wellbeing</b></p>   | <p><b>Health and Wellbeing</b></p> <p>Peer influence, substance use and</p>   | <p><b>Citizenship</b></p> <p>The roles played by public institutions and</p>   | <p><b>Citizenship/Financial Education</b></p>   | <p><b>RSE</b></p>  | <p><b>RSE</b></p> <p>Relationships and sex education including</p>   |

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|         | <p>Diet, exercise, lifestyle balance and healthy choices.</p> <p>First Aid</p>   | <p>gangs. Healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation</p>   | <p>voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>Careers</p> <p>Setting goals, learning strengths, career options and goal setting</p> | <p>The functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>Careers</p> <p>Employability and online presence</p>     | <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution and relationship changes.</p> <p>Sexual consent and the law</p> <p>Delaying sexual activity – why have sex?</p> <p>Sexual harassment &amp; stalking</p> | <p>consent, contraception and the risks of STIs.</p> <p>Pleasure &amp; masturbation</p> <p>Attitudes towards pornography.</p> <p>HIV &amp; AIDS - discrimination &amp; prejudice</p> |
| Year 10 | <p>Health and Wellbeing</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. Recognising triggers and responding to unhealthy coping strategies such as self-harm</p> <p>Developing empathy and understanding about how actions can</p> | <p>Health and Wellbeing</p> <p>The influence and impact of drugs, gangs, role models and the media</p> <p>Strategies to develop resilience to peer and other influences that affect their health and well-being</p> <p>Careers</p> | <p>Living in the Wider world</p> <p>Addressing extremism and radicalisation</p> <p>Community cohesions and challenging extremism</p>  | <p>Citizenship</p> <p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> | <p>RSE</p> <p>Healthy relationships</p> <p>Relationships and sex expectations, myths, pleasure and challenges including the impact of the media and pornography</p> <p>Media portrayal of body shapes, how to critically appraise what</p>                    | <p>RSE</p> <p>Healthy relationship cont.</p> <p>FGM</p> <p>Sexting</p> <p>Domestic abuse and violence</p> <p>Sexual violence</p>   |

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|         | <p>affect people's mental health</p> <p><b>Careers</b></p> <p>Assess areas of strength and development, acting on feedback</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> | <p>Preparation for and evaluation of work opportunities.</p> <p>Readiness for work.</p>   |   |  | <p>they see and manage feelings about this</p>  |   |
| Year 11 | <p><b>Health and Wellbeing</b></p> <p>Self-efficacy</p> <p>Stress management, recognising the signs of common mental and emotional health concerns and future opportunities</p> <p>Strategies and skills to identify and access sources of help</p>            | <p><b>Health and Wellbeing</b></p> <p>Benefits of a balanced approach to spending time online</p> <p>Alcohol, sleep, diet, exercise and making informed choices</p> <p><b>Careers</b></p> | <p><b>Citizenship</b></p> <p>Addressing extremism and radicalisation</p> <p>Community cohesions and challenging extremism</p> | <p><b>Living in the Wider world</b></p> <p>How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</p> <p>Emergency first aid skills</p> <p>How to assess emergency and non-</p> | <p><b>RSE</b></p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>Peer on peer bullying</p> <p>Fertility and what it impacts</p> | <p><b>RSE</b></p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> |

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|  | <p>How to manage the judgement of others and challenge stereotyping</p> <p>How to balance ambition and unrealistic expectations</p> <p>Discrimination in all its forms including racism, religious discrimination, sexism, homophobia, biphobia and transphobia</p> | <p>Application processes, skills for further education and career progression</p> |  | <p>emergency situations and contact appropriate services</p> <p>About the links between lifestyle and some cancers</p> <p>About the importance of screening and how to perform self - examination</p> <p>About vaccinations and immunisations</p> <p>about registering with and accessing doctors, sexual health clinics, opticians and other health services</p> <p>About blood, organ and stem cell donation</p> |  |  |
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