



# **Personal, Social, Health and Economic Education (PSHE) Policy**

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## 1. Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of **ARC**:

**Ambition**

**Resilience**

**Community**

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

**SPELL** stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

## 2. Aims

The Lion Works School recognises the importance and necessity of Personal, Social, Health and Economic (PSHE) education as a requirement for the personal development and preparation for adulthood for all our students. As an Independent School we are required to meet the [Independent School Standards](#) in relation to the delivery of: 2.2(d):

**personal, social, health and economic education** which– (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act

As well as ensuring we meet our statutory duties, we are committed in our desire to equip all of our students with the knowledge, skills and understanding to make safe and informed decisions, allow them to consider risk in their choice and decision making and enable them to keep safe, healthy, happy and in good mental health throughout their lives.

Our PSHE/RSE Curriculum encompasses many areas of study. Dedicated lessons are allocated to ensure breadth and depth of exploration required and tailored to the specific needs of our students, many of whom have a diagnosis of Autism and/or associated diagnoses and traits of social communication difficulties. These difficulties can result in the potential for additional vulnerabilities and barriers in society. Research has highlighted the way that these children and young people perceive their environment and process their thoughts means that decision-making, planning, predicting and reflecting upon consequences can be difficult for them. Therefore, our PSHE Curriculum has a robust focus on personal development in preparation for adulthood and overcoming these challenges.

**Our aims in our delivery of personal, social, health and economic education (PSHE) are to:**

- Provide a framework in which our students can learn and acquire the skills to prepare them for adulthood and keep them safe, healthy and mentally and physically well
- Give students knowledge and understanding of sexual development and the importance of physical and mental health and personal hygiene
- Help students build resilience and develop feelings of self-respect, confidence and empathy
- Support students to understand how they can make an active and positive contribution to society and their place in the wider world
- To respect diversity and understand multi-cultural and multi-faith practices and traditions
- To have understanding and respect for British Values and Protected Characteristics

## 3. Legislation and Guidance

At The Lion Works School, we believe it is especially important that our students receive effective Personal, Social, Health and Economic Education. The school is acutely aware that our students can be more vulnerable to exploitation, bullying and other issues due to the nature of having additional needs. We have proactively tailored our curriculum content, resources and teaching to meet the developmental and specific needs of our students.

We follow the Government Guidance on PSHE: [Personal, social, health and economic education](#) and the Independent School Standards guidance (2019) [Independent School Standards](#).

We also have regard to legal duties set out in:

- The Education Act 1996 [The Education Act 1996](#)
- Part 6, chapter 1 of the [Equality Act 2010](#)

#### **4. Policy development**

This policy has been developed in consultation with staff, students and the School Board. Parents have been consulted via letter as to the content and delivery of the PSHE/RSE curriculum. We have also shared the information leaflet provided by the DfE. These are available to view as appendices within this policy.

#### **5. Definition**

As defined by the PSHE Association, PSHE Education is: “a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE education also helps pupils to achieve their academic potential”.

#### **6. Curriculum**

At The Lion Works School, PSHE is taught as part of our broad and balanced curriculum. It has a dedicated timetable allocation each week and also supports our students with their Spiritual, Moral, Social and Cultural development (SMSC). The personal development of our students in preparation for adulthood is promoted through all our subjects and teaching. It also permeates the ethos of our school where development of positive attitudes and values is central to everything we do.

Angela Habgood is our PSHE and RSE area lead. They will continue to develop professional development opportunities for the teaching and learning of PSHE and write, develop and implement a yearly action plan aligned to the school development plan. They will also invite external visitors, as appropriate, to provide support and training to staff teaching PSHE and to widen the school’s offer in relation to this area of the curriculum.

The School has a five year rolling programme of PSHE/RSE. This is constantly under review and teachers are encouraged to share and signpost additional resources and adapt the delivery in response to local or national events, ideas and the news. For instance, our use of the ‘Educate Against Hate’ resource pack and our work with Wired Therapy and the Space Youth Project.

Our staff know that good practice PSHE teaching should:

- be age-appropriate
- be developmentally appropriate
- be evidence-based
- be mindful of the religious backgrounds of students

- be inclusive, not least in regard of students' developing sexuality or sexual identity
- identify laws in England which relate to the subject content.

Our PSHE/RSE curriculum is set out below.

## **7. Delivery of PSHE**

KS3 have two scheduled PSHE/RSE/RE sessions each week, and KS4 have one session. Within Health and Wellbeing we cover topics such as mental and physical and online safety. In Living in the Wider World, students look at British Values, Equality and Diversity and Extremism and Politics for example. Careers and Economic Wellbeing are taught through tutor time programmes (please also refer to our Careers Policy) as well as topics covered in PSHE dedicated time such as transferable skills and career changes. RE is covered through our assemblies programme as well as the topics listed below through the overviews.

Within RSE, we cover contraception, sexual health and consent, whilst also considering what constitutes healthy and unhealthy relationships with the aim of providing information that can help prepare our students for adulthood and allow them to make informed choices and know how to keep themselves safe.

Appendix 5 shows the overview of the PSHE curriculum.

These areas of learning are also taught through our assembly programme and in line with our safeguarding duties outlined in [KCSiE \(2024\)](#) and within the context of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **Inclusivity and Diversity**

We will teach these topics in a manner that considers how our diverse range of students will relate to them, and this will be attuned and sensitive to all students' experiences. During lessons, we will endeavour to make students feel safe and supported and able to engage with the key messages.

We will also make sure that students learn about these topics in an environment that's appropriate for them, for example in a small class setting, in smaller groups or targeted sessions, in 1:1 discussions and through other digital formats. We will always give careful consideration to the level of differentiation needed based on our individual students' development, ability and understanding.

### **Use of resources**

We **will** always consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory PSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age and developmentally appropriate for our students
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't intentionally provoke unnecessary distress

## **8. Use of external organisations and materials**

The Lion Works School values the contribution of others to enhance and extend our curriculum offer. We currently get support from The SAMEE Project, the Space Youth Project and Wired Therapy. However, we are mindful of our duty and responsibilities with ensuring that any agency and any materials that are used are judged to be appropriate and in line with our legal duties around political impartiality and [KCSiE \(2024\)](#). We will ensure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We will also check that their approach to teaching about PSHE/RSE is balanced, and it and the resources they intend to use age-appropriate, in line with students' developmental stage and comply with this policy and relevant legislation including the [Teachers' Standards](#), The [Equality Act 2010](#), The [Human Rights Act 1998](#) and The [Education Act 1996](#).

We will also use resources sourced and advocated by the PSHE Association: <https://pshe-association.org.uk/> . The school also uses the website: <https://goingtoofar.lgfl.org.uk/> as part of their staff training and PSHE curriculum and Educate Against Hate resources.

## **9. Roles and responsibilities**

### **The School Board**

The School Board will advise the CEO in approving the PSHE policy and support the Headteacher with its implementation and ensure the school fulfils all of its statutory obligations.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school with support from other members of the Senior Leadership Team.

### **Staff**

Staff are responsible for:

- Delivering PSHE in an age and stage appropriate way
- Modelling positive attitudes towards personal development through PSHE
- Monitoring, tracking and reviewing progress and identifying gaps in learning
- Responding sensitively and in a timely way to the specific needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from RSE

Our PSHE/RSE Lead is: Angela Habgood

## **Students**

Students are expected to engage fully in PSHE and treat others with respect when discussing issues related to this topic, recognising and accepting diversity and demonstrating understanding of the protected characteristics and British Values. Enabling them to be fully participative and active citizens in their communities and the wider world as they prepare for adulthood.

### **10. Parents' right to withdraw from RSE**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action to reach a shared agreement.

Alternative school work will be provided to students who are eligible and request to be withdrawn from sex education.

### **11. Training**

Staff are informed on the delivery of PSHE as part of their induction and through on-going professional development. The headteacher or PSHE Lead will also invite external visitors such as the NHS, Police, Mental health professionals and organisations like the Space Youth Project as part of our commitment to providing support and training to staff teaching PSHE.

### **12. Monitoring arrangements**

The delivery of PSHE is monitored by Kate Baldwin (Deputy Head with overall responsibility for Curriculum at TLWS) through:

- Adherence to our QA Calendar and monitoring arrangements
- Lesson observation schedules
- Learning walks
- Work and planning scrutinies
- Staff, student and parent feedback

We use Evidence for Learning (EFL) to record progress towards EHCP targets and IEPs and progress towards curriculum outcomes as part of our internal assessment systems. We also use PASS (Pupil Attitudes to Self and School) to inform any personal development interventions that may be identified.



This policy will be reviewed by the headteacher on a yearly basis or if new guidance is issued from the Department for Education. At every review, the policy will be reviewed by the school board and advice given to the CEO for approval of the policy.

### 13. Links to other Policies:

- Safeguarding Policy
- Curriculum Policy
- Careers Policy
- RSE Policy
- Teaching and Learning Policy

### Appendix 1: Topics required by DfE Guidance and included in our Curriculum Map

PSHE: All topics prescribed by the DfE are contained within our five year rolling plan. Namely:

KEY	What you MUST cover to meet the statutory guidance: (DfE statutory wording)
	<b>Mental Wellbeing</b>
MW1	How to talk about their emotions accurately and sensitively, using appropriate vocabulary
MW2	That happiness is linked to being connected to others
MW3	How to recognise the early signs of mental wellbeing concerns
MW4	Common types of mental ill health (e.g. anxiety and depression)
MW5	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
MW6	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based
	<b>Online Safety</b>
OS1	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
OS2	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
	<b>Physical health and fitness</b>
PHF1	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
PHF2	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links
PHF3	as about the science relating to blood, organ and stem cell donation**
	<b>Healthy Eating</b>
HE1	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
	<b>Drugs, Alcohol and Tabaco</b>
DAT1	The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
DAT2	The law relating to the supply and possession of illegal substances
DAT3	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol
DAT4	The physical and psychological consequences of addiction, including alcohol dependency
DAT5	Awareness of the dangers of drugs which are prescribed but still present serious health risks
DAT6	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

<b>Health and prevention</b>	
<b>HP1</b>	<b>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</b>
<b>HP2</b>	<b>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**</b>
<b>HP3</b>	<b>The benefits of regular self-examination and screening</b>
<b>HP4</b>	<b>The facts and science relating to immunization and vaccination</b>
<b>HP5</b>	<b>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability</b>
<b>Basic First Aid</b>	
<b>BFA1</b>	<b>Basic treatment for common injuries</b>
<b>BFA2</b>	<b>Life-saving skills, including how to administer CPR</b>
<b>BFA3</b>	<b>The purpose of defibrillators and when one might be needed</b>
<b>Changing Adolescent Body</b>	
<b>CAB1</b>	<b>Key facts about puberty, the changing adolescent body and menstrual wellbeing</b>
<b>CAB2</b>	<b>The main changes which take place in males and females, and the implications for emotional and physical health</b>

## Appendix 2: PSHE / RSE Parent Information Letter

### The Lion Works School's PSHE and RSE curriculum

**Last Review Date: 16.07.24**

Dear Parent / Carer

We believe that promoting the health and wellbeing of our students is an integral part of their education and preparation for adulthood. One of the ways we do this is through our personal, social, health and economic (PSHE) and relationships and sex education (RSE) curriculum.

PSHE and RSE covers many topics including all kinds of relationships, physical and mental health and the knowledge and skills needed to live as active citizens and making a positive contribution to the wider world. The aim of our PSHE/RSE curriculum is to help students make safe and informed decisions. Relationships and sex education (RSE) is the statutory element of our PSHE curriculum and all schools in England are required to teach this.

During our PSHE/RSE sessions, we will be teaching lessons which will include topics such as: personal hygiene; naming body parts; families; online safety; puberty; babies and birth; healthy and unhealthy relationships; pregnancy and contraception, sexual health and consent. We will also look at a range of other topics that are clearly laid out in **our PSHE and RSE Policies and are available through our website as well as on request.**

RSE is a statutory subject and although parents can withdraw their child from the sex education element, we want to assure parents that our curriculum is taught in an age-appropriate manner and provides students with the time to ask questions in a safe environment and ultimately receive fact-checked information, rather than hearing content second hand or via online platforms.

The Department for Education has published some resources for parents that explain what they expect pupils to learn in school and why. You can find them here:

- [Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)
- [Relationships, sex and health education: guides for parents](#)

Our predominantly online world now means that students are exposed to so many misleading messages about their bodies, relationships and expectations. The prevalence of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts, dispel myths and ultimately feel safe and confident they know what to do in given situations and to protect themselves and others from harm.

We know that you as parents and carers are the most important educators of children and young people, and we see our programmes as an additional support that we can offer to supplement the advice and guidance they receive at home with you.

You may find that your child starts asking questions about topics covered at home, or you might want to take the opportunity to talk to your child about topics before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting the school after you have reviewed our PSHE/RSE Policies. We will then be able to ask your child's PSHE/RSE teacher to share any further information including resources or materials should you so wish.

**Miss Collinson**

Headteacher

## Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

## Appendix 3 cont'd : DfE RSE Secondary Guidance for Parents: DfE RSE Secondary Schools Guide for Parents

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



### Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If your child's school is planning to teach these subjects from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of these new subjects, the best thing to do is speak to your child's school.

### Appendix 4: Further information and Useful Links

<https://pshe-association.org.uk/guidance>

[https://www.tes.com/teaching-resources/shop/EC\\_Resources](https://www.tes.com/teaching-resources/shop/EC_Resources)

## Appendix 5 – PSHE Long Term Plan

Key Stage 3 PSHE						
Year group	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
7	<b>Being in My World</b> <ul style="list-style-type: none"> <li>• Who am I?, fitting in</li> <li>• Influences and influencers, gateway emotions</li> <li>• Peer pressure, belonging, peer on peer abuse</li> <li>• Online identity, risks and tips to keep safe, eer-on-peer abuse</li> <li>• Consequence of online comments, sexting, peer on peer abuse</li> <li>• Online safety</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• Prejudice, discrimination, assertiveness, what's important to you?</li> <li>• Who influences you?, ethical issues, changing attitudes</li> <li>• Stereotypes and examples</li> <li>• Challenging discrimination, protected characteristics and equality act</li> <li>• Bullying, why be a bully?, Would you intervene? Peer on peer abuse</li> <li>• Inclusion or exclusion, importance of being included</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• My dreams and goals, achievement and failure</li> <li>• Key skills needed for the future, what skills would I like to develop</li> <li>• Learning from mistakes, setbacks</li> <li>• Influences, consequences of decisions, how could I positively affect my future?</li> <li>• Child criminal exploitation, gangs, bystander, emergency aid</li> <li>• Control over your life</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Stress, managing emotions, tips to combat stress and anxiety, mindfulness</li> <li>• Nutrition, exercise, mental health, using food and exercise to support mental health and wellbeing</li> <li>• What is sleep? How sleep cycles work, sleep and mood, health, and memory, supporting good sleep</li> <li>• Stress, effects of stress on the body, recovering from a state of stress, combatting stress with mindfulness and movement</li> <li>• Health choices, physical illness and medicine, vaccination, substance misuse</li> <li>• Working together to improve well-being, mindful movement</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Relationship with self, consent, change, healthy relationships</li> <li>• Healthy relationships and support</li> <li>• Emotions in relationships. Scenarios</li> <li>• Happy families, discernment, authenticity</li> <li>• Assertiveness, rights and responsibilities, sexting, peer on peer abuse, consequences</li> <li>• Discernment, authenticity</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them</li> <li>• Responsibilities of having a baby, pregnancy and birth, IVF</li> <li>• Effective parenting skills, pet care, is it ok to not want kids?, UN Children's rights</li> <li>• Media and image, cosmetic surgery, avatars, self-esteem</li> <li>• Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain</li> <li>• Becoming an adult recap</li> </ul>

8	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<ul style="list-style-type: none"> <li>• Who am I?, influences, uniqueness of me</li> <li>• Family, definitions, community living</li> <li>• Family expectations, active listening, roles within the family (i.e., firstborn etc)</li> <li>• First impressions, influences on our identity, self-image, be positive</li> <li>• Marriage and the law, beliefs and religions, protected characteristics, respect</li> <li>• Being unique, expectations, managing them</li> </ul>	<ul style="list-style-type: none"> <li>• Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples</li> <li>• Social injustice, inequality, causes, benefits of multi culturalism</li> <li>• Religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity</li> <li>• Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule</li> <li>• Making a positive contribution, making a stand, Malala, what matters to you?</li> <li>• Is it only the rich that can change the world?, Charles Drew, How can I make a difference? Issues and traits needed, organ/ blood donation</li> </ul>	<ul style="list-style-type: none"> <li>• Short, medium &amp; longterm goals, flexibility, employability skills, grit</li> <li>• Money impact, positives and negatives, what can't be bought?</li> <li>• Online safety – digital footprint, impact on career</li> <li>• Money, wages and career goals, what affects your earning potential, budgeting</li> <li>• Weekly costs, debt, gambling, emotions linked to too much/little money</li> <li>• Gambling issues and support</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of health, nutrition and exercise, cardiovascular health and disease, diabetes</li> <li>• Perceived risk and actual risk, illegal substance use risks, legal substances use risks</li> <li>• Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen</li> <li>• Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility</li> <li>• Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse</li> <li>• Interactive play and well-being choices</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship with self, social media self-image</li> <li>• Pressures of different relationships, freedom and control</li> <li>• Privacy, personal space, invasion of privacy, paparazzi and celebrity</li> <li>• Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse</li> <li>• Social media, safety tips, laws, trolling, peer-on-peer abuse, employer's rights to access</li> <li>• Healthy relationships and control</li> </ul>	<ul style="list-style-type: none"> <li>• Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships, peer-on-peer abuse</li> <li>• What makes a good relationship?</li> <li>• Me and my relationships, attraction, love or crush?</li> <li>• Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse</li> <li>• Alcohol, the law, effects of alcohol, scenarios</li> <li>• Can a relationship be honest and real as well as exciting and fun?</li> </ul>

9	Being in My world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me
	<ul style="list-style-type: none"> <li>• Groups, being me in a group, peer v friendship, conflict or celebration, child-on-child abuse</li> <li>• Relationships, expectations and perceptions, love or abuse?, coercive control, child-on-child abuse</li> <li>• Peer approval, managing personal relationships, child-on-child abuse, damaging relationships, grooming, county lines, radicalisation</li> <li>• Self-identity, influences, social groups, social media, risks and experimentation</li> <li>• Positive and negative self-identity, fitting in (leading to crime?) risks, consent, perception, misperception</li> <li>• Perception, misperception</li> </ul>	<ul style="list-style-type: none"> <li>• Prejudice, discrimination, protected characteristics and equality act, banter, peer-on-peer abuse, law and bullying, schools, hate crime</li> <li>• LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?</li> <li>• Power of positive and negative language, being understood, banter or verbal bullying, peer-on-peer abuse</li> <li>• Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, peer-on-peer abuse</li> <li>• Diversity, discrimination, protected characteristics, EQ act, equality, prejudice and stereotyping, ageism, protecting against discrimination</li> <li>• Prejudice and stereotyping,</li> </ul>	<ul style="list-style-type: none"> <li>• Personal strengths, health goals</li> <li>• Importance of planning, career options, world of work, choices</li> <li>• Happiness pressure, being happy</li> <li>• Mental health and ill-health, causes, support, stigma</li> <li>• Media manipulation &amp; fake news, effects on mental health, self-esteem</li> <li>• Mental well-being strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Teenage brain development, three 'ways of thinking', changing social and physical environment during teenage years, physical health recap, the brain, learning and memory</li> <li>• Protecting the brain from risks such as alcohol, smoking, vaping, illegal drugs. County lines REAL link (optional)</li> <li>• Windows of development, decision making, physical and mental health decisions</li> <li>• Emergency situations, Life saving skills (link with Resuscitation Council UK interactive lesson)</li> <li>• Mental health first aid, self-care, being a good listener, helping someone with mental health difficulties, where to find mental health support</li> <li>• Role play conversation, fitting in and taking risks</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative impact of relationships</li> <li>• Top 10 tips for healthy relationships, power, peer-on-peer abuse</li> <li>• Attraction (body), Pornography and the law, how real is pornography?</li> <li>• Starting a family?, Sex and the law, Age of consent, contraceptive choices</li> <li>• Consequences of unprotected sex, physical and emotional</li> <li>• Age of consent</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health and well-being, anxiety, OCD, phobias, depression, being supportive, challenging stigma</li> <li>• Change, reactions and responses to change, resilience</li> <li>• Sleep facts and needs, how to sleep better, benefits of relaxing</li> <li>• Resilience, dealing with obstacles, tips on developing resilience</li> <li>• Changing and growing, impact on body and mind</li> <li>• Dealing with change</li> </ul>



		ageism, protecting against discrimination				
<b>10</b>	<b>Being in My world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
	<ul style="list-style-type: none"> <li>Freedom, human rights &amp; act, safety, violations</li> <li>Grief cycle, loss, responses to loss, support tips</li> <li>Family expectations, active listening, roles within the family (i.e., firstborn etc)</li> <li>First impressions, influences on our identity, self-image, be positive</li> <li>Marriage and the law, beliefs and religions, protected characteristics, respect</li> <li>Being unique, expectations, managing them</li> </ul>	<ul style="list-style-type: none"> <li>Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality</li> <li>Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities</li> <li>Religion in decline?, positives, fundamentalism, stereotypes, celebrating diversity</li> <li>Bullying, the law, types of bullying, LGBT+, emotional, peer-on-peer abuse consequences, get involved, golden rule</li> <li>Making a positive contribution, making a stand, Malala, what matters to you?</li> <li>Is it only the rich that can change the world?, Charles Drew, How can I make a difference?</li> </ul>	<ul style="list-style-type: none"> <li>Important relationships, resilience &amp; how to develop it</li> <li>Physical and mental health, MH tips</li> <li>Online safety – digital footprint, impact on career</li> <li>Money, wages and career goals, what affects your earning potential, budgeting</li> <li>Weekly costs, debt, gambling, emotions linked to too much/little money</li> <li>Gambling issues and support</li> </ul>	<ul style="list-style-type: none"> <li>My health MOT, top tips for health, adopting healthy habits</li> <li>Cardiovascular disease, diabetes, cancer, breast cancer and risk factors, breast checking, skin cancer and SPF, substance misuse and physical health</li> <li>Habits for a healthy lifestyle, dental health, how to see a dentist, skin health and sunscreen</li> <li>Vaccination, UK vaccination program Does vaccination work, herd immunity, Covid 19 vaccination and social responsibility</li> <li>Peer pressure, the changing teenage brain, risks in social situations, social risk and substance misuse</li> <li>Interactive play and well-being choices</li> </ul>	<ul style="list-style-type: none"> <li>My relationships, self, love?, lust?, attraction, attachment</li> <li>Pressures of different relationships, freedom and control</li> <li>Privacy, personal space, invasion of privacy, paparazzi and celebrity</li> <li>Good relationship, control, anti-bullying, power, coercion, peer-on-peer abuse</li> <li>Social media, safety tips, laws, trolling, peer-on-peer abuse, employer’s rights to access</li> <li>Healthy relationships and control</li> </ul>	<ul style="list-style-type: none"> <li>Societal change, how will it affect me?, social media and social change, save the environment</li> <li>What makes a good relationship?</li> <li>Me and my relationships, attraction, love or crush?</li> <li>Pornography, art?, is it ok for adults to look at porn?, age limits, is porn real?, peer-on-peer abuse</li> <li>Alcohol, the law, effects of alcohol, scenarios</li> <li>Can a relationship be honest and real as well as exciting and fun?</li> </ul>

		Issues and traits needed, organ/blood donation				
<b>11</b>	<b>Being in My world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing me</b>
	<ul style="list-style-type: none"> <li>• Pros and cons of becoming an adult, age limits</li> <li>• Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honourbased violence', peer-on-peer abuse, arranged/forced marriage</li> <li>• Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, peer-on-peer abuse</li> <li>• Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, peer-on-peer abuse</li> <li>• Being an adult, keeping safe,</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Anxiety &amp; effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing</li> <li>• Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards</li> <li>• Jobs in the future, dream job, managing your skillset, employment opportunities</li> <li>• Intimate relationships, parenting</li> <li>• Barriers to D&amp;G, when things go wrong, resilience</li> <li>• Can technology help us reach our goals?</li> </ul>	<ul style="list-style-type: none"> <li>• Self worth and identity, changing identity as a teenager, positive role models, sleep, sleep, devices and mental health, nutrition and exercise</li> <li>• Relationships and consent, being ready for sex, coercion, sexual harassment, sexual violence</li> <li>• Hormonal health, puberty, hormones and fertility, female infertility, male infertility, protecting fertility, testicle checking, menstrual cycle, IVF</li> <li>• Contraceptives and sexual health, emergency contraception</li> <li>• Pregnancy and choice, what is a pregnancy?, Knowing if you are pregnant, keeping a baby, abortion, adoption.</li> <li>• Mutual respect in intimate relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex?, peer-on-peer abuse</li> <li>• LGBT+, gender and sexuality spectrums</li> <li>• Perceptions of LGBT+, timeline, Do's and Don'ts of coming out</li> <li>• Balance of power in relationships, case studies, peer-on-peer abuse</li> <li>• My body my choice, breast ironing and FGM, 'honourbased violence', forced marriage, law, LGBT+ hate crime</li> <li>• Being you in a relationship</li> </ul>	N/A

	emergency situations, advice and support, first aid, scenario <ul style="list-style-type: none"><li>• Situations and consequences</li></ul>					
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