

## Westhaven School Curriculum Map for PSHE

### KEY STAGE THREE AND FOUR

PSHE EYFS overview:

PSHE Key stage 1, 2, 3 and 4 overview: [Westhaven School PSHE Overview KS1, KS2, KS3 and KS4](#)

PSHE Key stage 5 overview: [Westhaven School PSHE Overview KS5](#)

PSHE helps pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Through tailored lessons, pupils will learn how to understand and implement the key values of a PSHE curriculum. This will include staying safe and healthy, building and maintaining successful relationships – and becoming active citizens who participate in society responsibly – now and in the future.

Teaching about mental well-being is central to ensuring that pupils are well-prepared for the challenges that lay ahead of them. Our curriculum will equip pupils with the knowledge and inspiration to take care of themselves and show them how to get support if a problem arises. Our PSHE curriculum will put in place the key building blocks of healthy, respectful relationships – focusing on family and friends – both on and offline, ensuring our pupils are **valued, inspired and prepared** for life beyond Westhaven School.

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.

- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.

Advice for teachers:

Each term one of the six themes should be covered; these are listed in the far left column. The outcomes within that section all must be covered within that given term. The outcomes are labelled with numbers, those numbers represent the order of the lessons, some terms have 6 lessons, and some have 7.

<b>Term 1 - Self-awareness</b>					
	<b>Cycle A</b>	<b>Cycle B</b>	<b>Cycle C</b>	<b>Year 10</b>	<b>Year 11</b>
<b>SA1 Personal strengths</b>	<b>1. Describe what we are good at and/or enjoy.</b>	<b>1. Identify some of our own personal strengths and skills (things we are really good at or can do really well).</b>	<b>1. Demonstrate how to recognise and appreciate personal strengths in other people.</b>	<b>1. Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</b>  <b>Identify some simple strategies to help manage negative opinions/ comments.</b>	<b>1. Describe what other people might perceive our personal strengths, talents and skills to be.</b>  <b>2. Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.</b>  <b>Give reasons why media, including social media can affect how people feel about themselves.</b>

SA2 Skills for learning	<p>2. Identify some things that make us special and unique as learners.</p> <p>3. Describe what we like and dislike doing as learners.</p> <p>Describe our own learning targets or goals.</p>	<p>2. Describe the particular ways we like to learn.</p> <p>3. Identify the difference between a short term target and an aspirational, long term goal.</p> <p>4. Set short term and long term targets in learning and social areas of need</p>	<p>2. Describe simple strategies we can use to help us be organised in our learning.</p> <p>Explain how we might achieve our targets and goals (e.g. breaking longer- term goals down into several short term targets).</p>	<p>2. Describe how it feels to achieve a target. Demonstrate ways we can develop our strengths and skills through practice.</p> <p>3. Identify some ways in which our current learning will help us in the future.</p>	<p>3. Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.</p> <p>Identify ways of managing emotions in relation to future employment aspirations.</p>
SA3 Prejudice and discrimination	<p>4. Describe what it means to treat others in a kind and fair way.</p> <p>5. Recognise that everyone is unique and special and no one should be treated unfairly.</p>	<p>5. Recognise what prejudice means.</p> <p>Explain what it means to discriminate against someone</p> <p>Recognise that prejudice and discrimination in any form are unacceptable</p>	<p>3. Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p> <p>Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p>	<p>4. Explain what stereotyping means.</p> <p>Demonstrate simple constructive strategies for responding to prejudice and discrimination.</p> <p>5. Give reasons why we should expect to be treated with respect by others.</p>	<p>4. Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non- consensual behaviour or encourage prejudice).</p> <p>Explain how we should show respect to others and others' beliefs, including people in the wider community.</p>
	<p>6. Describe and give examples of what it means to be kind and unkind.</p> <p>7. Identify some of the ways of telling a trusted adult if someone is being</p>	<p>6. Explain what is meant by teasing, hurtful and bullying behaviour.</p> <p>Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or</p>	<p>4. Identify some of the ways in which pressure might be put on us by other people, including online.</p> <p>Describe ways we might challenge peer pressure.</p>	<p>6. Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.</p> <p>7. Recognise the</p>	<p>5. Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do.</p> <p>6. Explain ways of safely</p>

SA4 Managing pressure	unkind to us.	bullying, us.  7. Recognise what is meant by peer pressure and peer influence.	5. Identify different types of bullying (including online) and what the impact of bullying might be.  6. Identify strategies to help us if we are being bullied, including online.  7. Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.	responsibilities of bystanders to report bullying and hurtful behaviour.  Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.	responding if we experience or witness unacceptable behaviours.  7. Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.  Describe the risks and law relating to carrying a weapon.
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**Term 2 – Self-care, support and safety**

	Cycle A	Cycle B	Cycle C	Year 10	Year 11
SSS1 Feeling unwell	1. Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.	1. Identify how we can tell if we are unwell (including possible symptoms).  Describe in simple terms how germs can be spread to others.  Identify whom to tell if we feel unwell.	1. Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.  Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).  Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.	1. Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.  Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).  Identify some ways we can take increased responsibility for looking after our physical and mental health.	1. Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell.  Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).  Explain what is meant by immunisation and vaccination and why people might be

					<p>immunized or vaccinated.</p> <p>Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.</p>
5552 Feeling frightened or worried	<p>2. Explain what being frightened or worried means.</p> <p>Demonstrate simple ways to communicate that we are frightened or worried.</p> <p>Describe in simple terms what it means to take care of our bodies and keep them safe.</p>	<p>2. Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p> <p>Explain what unwanted physical contact means.</p> <p>Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p>	<p>2. Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.</p> <p>Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p>Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p>2. Describe how it might feel when someone encroaches on our personal space.</p> <p>Give examples of when it is or is not appropriate to be in someone else's 'personal space'.</p> <p>Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</p> <p>Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p>	<p>2. Explain that someone we like may not always be trustworthy.</p> <p>Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.</p> <p>Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.</p>
3 Accidents and risk	<p>3. Describe what is meant by personal safety.</p>	<p>3. Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).</p>	<p>3. Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p>	<p>3. Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</p>	<p>3. Explain why, although we cannot prevent all accidents from happening, it is still important to still take</p>

	<p>Explain what is meant by something being an accident.</p>	<p>Identify some behaviours that might be risky.</p>	<p>Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.</p>	<p>Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p>	<p>steps to reduce and manage risk.</p> <p>Explain when and why taking a risk can be positive (e.g. trying something new).</p>
<p>SSS4 Keeping safe online</p>	<p>4. Describe what keeping safe online means.</p>	<p>4. Explain what is meant by social media and how people use social media.</p> <p>Recognise that not all information seen online is true.</p> <p>Explain how other people's identity online can be different from what it actually is in real life.</p>	<p>4. Describe some ways in which social media can be used in a safe and positive way.</p> <p>Identify some possible risks of using social media.</p> <p>Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p>	<p>4. Explain rules for keeping safe when using different social media platforms.</p> <p>Identify sources of advice and support, and ways to report online concerns.</p> <p>Identify how to make safe, reliable choices from search results.</p>	<p>4. Explain how some behaviours on social media might damage friendships and relationships.</p> <p>Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p>
<p>i Emergency situations</p>	<p>5. Identify rules and procedures in school that help keep us safe.</p>	<p>5. Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).</p> <p>Identify examples of what is meant by an emergency.</p>	<p>5. Identify examples of what would and would not be an emergency situation and suggest some ways to respond.</p> <p>Identify emergency services that could help us, and the number to call.</p>	<p>5. Discuss some basic treatment for common injuries</p> <p>Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when</p>	<p>5. Recognise what a defibrillator is and when one might be needed.</p> <p>Explain life-saving skills, including how to administer CPR.</p> <p>Explain what you might do, including whom to tell and</p>

		Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).		not to move someone; responding to nosebleeds or cuts).	what to say, in the event of an emergency when we are out without an adult.
SS56 Public and private	<p>6. Explain what is meant by private and what is meant by public.</p> <p>Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>	<p>6. Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p> <p>Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p>	<p>6. Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</p> <p>Identify what is appropriate and inappropriate to share online.</p> <p>Identify trusted adults who can help us if someone tries to pressurise us online.</p> <p>Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p>	<p>6. Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).</p> <p>Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.</p> <p>Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.</p>	<p>6. Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).</p> <p>Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p>
SS57 Gambling	<p>7. Recognise simple examples of 'taking a chance'.</p>	<p>7. Explain what is meant by the term 'gambling' and identify places and ways this might take place.</p> <p>Identify what it means to 'win' or 'lose' in relation to</p>	<p>7. Give some reasons why people might choose to gamble.</p> <p>Identify the risks associated with chance-based transactions (including</p>	<p>7. Describe some influences or pressures on people to gamble (e.g. advertising, friends).</p> <p>Identify where and from whom to get help with</p>	<p>7. Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).</p>

		gambling	in-game purchases) and gambling, including online.	gambling if we are worried about ourselves or others.	Explain some strategies for managing influences related to gambling.
<b>Term 3 - Managing feelings</b>					
	Cycle A	Cycle B	Cycle C	Year 10	Year 11
MF1 Self-esteem and unkind comments	<p>1. Identify feelings associated with feeling good about ourselves.</p> <p>2. Share 'proud moments'</p>	<p>1. Identify things we can do which help us to feel good about ourselves.</p> <p>2. Recognise words that others may say or do that could affect how we feel about ourselves.</p>	<p>1. Identify things that we may say or do that could affect how we or others feel about us.</p> <p>2. Identify things that others may say or do that could affect how we feel about ourselves.</p>	<p>1. Explain the difference between helpful/kind and unhelpful/unkind comments.</p> <p>2. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p>	<p>1. Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>
MF2 Strong feelings	<p>3. Respond to stimuli about different feelings we might experience.</p> <p>4. Respond to stimuli about how different feelings may be expressed.</p>	<p>3. Describe how we might feel, look and sound when we are happy or unhappy.</p> <p>4. Identify a range of feelings, where we might feel them in our body, and how they might make us behave, introducing the zones of regulation.</p>	<p>3. Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p>4. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy) linking to the zones of regulation.</p>	<p>3. Give examples of when we might feel strong emotions.</p> <p>Describe some simple strategies we can use to feel and stay happy (green zone, zones of regulation)</p> <p>4. Identify how we can help others who may be feeling unhappy.</p> <p>Identify whom to ask or tell if we are feeling unhappy and/or need help.</p>	<p>2. Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.</p> <p>3. Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.</p> <p>4. Describe how to manage strong emotions by using simple strategies to help ourselves and others (zones of regulation)</p>



M3 Romantic feelings and sexual attraction	<p>5. Identify what it means to like someone.</p> <p>6. Identify appropriate ways to behave around someone you may like</p>	<p>5. Describe the difference between 'liking' someone and 'fancying' someone.</p> <p>6. Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p>	<p>5. Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p> <p>6. Begin to use appropriate the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p>5. Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p> <p>6. Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p>5. Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</p> <p>6. Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>
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**Term 4 - Changing and growing**

	Cycle A	Cycle B	Cycle C	Year 10	Year 11
CG1 Puberty	<p>1. Identify some of the different ways we have changed as we have grown older. Introduce the word puberty and what this means.</p>	<p>1. Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>Explain why puberty happens.</p>	<p>1. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p>	<p>1. Identify the functions of the reproductive organs, including how conception occurs.</p> <p>Describe the different stages of reproduction, pregnancy and birth.</p>	<p>1. Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in response to some lifestyle factors.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CG2 Friendship</p>	<p>2. Describe what having or being a friend means.</p> <p>Identify different kinds of friendship and ways in which friendship is important.</p>	<p>2. Identify occasions when we might need the support of friends.</p> <p>Give examples of how we can show support to our friends.</p> <p>Describe how we can let friends know that we need their help and support.</p>	<p>2. Identify occasions when our friends might need our support.</p> <p>Explain that we might disagree with someone and still be friends.</p> <p>Demonstrate ways to manage friendship disagreements restoratively.</p>	<p>2. Describe ways in which friendships might change over time.</p> <p>Explain that sometimes friendships may end, through choice or circumstances.</p> <p>Demonstrate strategies for managing feelings about friendships as they change and develop.</p>	<p>2. Demonstrate how we might end a friendship positively.</p> <p>Identify reliable and appropriate sources of support for ourselves and our friends.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CG3 Healthy/Unhealthy behaviours</p>	<p>3. Identify some key features of positive friendships/ relationships, and how they can make us feel.</p> <p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p>	<p>3. Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests).</p> <p>Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p>	<p>3. Explain how we expect people to behave towards us in friendships and relationships.</p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>Identify people we can talk to about relationships.</p>	<p>3. Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried or</p>	<p>3. Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p>Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p>Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p>Identify sources of support for us or someone we know who is experiencing abusive</p>

				<p>concerned about an unhealthy relationship.</p>	<p>behaviour.</p>
	<p>4. Identify instances in or out of school when we might need to seek permission or receive consent.</p> <p>Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/consent).</p> <p>5. Identify the similarities and differences between friendships and romantic/intimate relationships.</p> <p>Identify whom we can talk to about relationships.</p>	<p>4. Identify different types of intimate relationships including same-sex relationships.</p> <p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>5. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p>	<p>4. Define what intimacy means.</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>5. Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p>Identify where and how to obtain condoms and describe how to use them safely.</p>	<p>4. Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p>Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.</p> <p>Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p>Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.</p> <p>5. Describe some forms of contraception, their correct use and where and how they can be accessed.</p> <p>Explain what STIs are (including HIV), how they can be tested for and why it is important that they are</p>	<p>4. Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.</p> <p>Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.</p> <p>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</p> <p>Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p>

				<p>treated.</p> <p>Explain how and when to access sexual health services.</p>	
<p>605 Long time relationships and parenthood</p>	<p>6. Give examples of different types and features of committed, long-term relationships.</p> <p>Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p>	<p>6. Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.</p> <p>Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.</p> <p>Recognise that some relationships will end—meaning that a couple don't go out together, or live together any more.</p> <p>Identify whom we can talk to if we're worried about relationships changing/ending.</p>	<p>6. Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.</p> <p>Identify some of the responsibilities of being a parent.</p> <p>Recognise different ways a person can become pregnant, including assisted conception, donor conception.</p> <p>Identify possible reasons why people might choose to adopt or foster children or young people.</p> <p>Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p>6. Identify possible reasons for assisted conception, donor conception and surrogacy.</p> <p>Describe choices people have in the event of an unintended pregnancy.</p> <p>Explain what abortion or termination of a pregnancy means.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>	<p>5. Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.</p> <p>Recognise that long-term relationships experience challenges but that these can often be overcome.</p> <p>6. Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p>Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.</p>

Term 5 Healthy lifestyles

	Cycle A	Cycle B	Cycle C	Year 10	Year 11
HL1 Elements of a healthy lifestyle	<p>1. Recognise what is meant by a healthy lifestyle.</p>	<p>1. Identify different ways that people can live a healthy lifestyle.</p> <p>Describe how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check- ups at the dentist are important).</p>	<p>1. Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p>Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns.</p> <p>Identify some simple strategies to help make positive choices about our health and wellbeing.</p>	<p>1. Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p>Explain why it is important to have enough sleep.</p>	<p>1. Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media).</p> <p>Describe strategies for managing pressures and influences on healthy lifestyle choices.</p>
HL2 Mental wellbeing	<p>2. Identify things we can do to help ourselves when we feel worried or stressed.</p>	<p>2. Recognise what mental health and emotional wellbeing are.</p> <p>Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).</p>	<p>2. Explain the link between physical health and mental wellbeing.</p> <p>Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.</p> <p>Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).</p>	<p>2. Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing.</p> <p>Describe how we can help friends or family who might be feeling stressed or unhappy.</p> <p>Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).</p>	<p>2. Identify reliable sources of advice and support for mental health and emotional wellbeing.</p> <p>Identify some strategies for challenging stereotypes and stigma relating to mental health</p>
HL3 Physical activity	<p>3. Identify different kinds of physical activity and exercise.</p>	<p>3. Identify our favourite forms of physical activity and exercise.</p>	<p>3. Describe some of the physical and mental health benefits of regular exercise.</p>	<p>3. Explain some of the long term benefits of regular physical activity and</p>	<p>3. Describe the challenges that can prevent us from exercising, and suggest</p>

		Identify some of the benefits of being physically active, and possible consequences of inactivity.		exercise.  Identify and challenge common stereotypes relating to physical activity.	ways to overcome them.  Identify ways of motivating yourself to take exercise.
HL4 Healthy eating	4. Identify our favourite foods and drinks.	4. Describe our favourite foods and drinks, and give reasons for our choices.  Identify foods we can eat all the time which are good for us.  Identify foods that should only be eaten occasionally.	4. Explain what we mean by a healthy, balanced diet.  Explain what makes some foods better for our health than others.	4. Describe some of the long term benefits of a healthy diet.  Explain some of the risks of consuming food and drinks with high sugar or caffeine content.	4. Explain some of the influences on our food choices and strategies for managing these influences.
HL5 Body image	5. Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.	5. Describe our thoughts and feelings about how different bodies are portrayed in the media.	5. Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.  Recognise what is meant by body image.	5. Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.  Explain what is meant by self-esteem.  Describe some ways we can maintain self-esteem in relation to body image.	5. Identify some of the risks associated with cosmetic/aesthetic procedures (e.g. piercings, tattoos, tanning).  Explain why advertisers might use manipulated images and how recognising this might influence our responses.
HL6 Medicinal drugs	6. Recognise what is meant by a 'medicine'.	6. Identify the difference between over the counter medicines and those prescribed by a doctor.	6. Identify some examples of over the counter medicines.  Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).	6. Recognise the importance of taking over the counter and prescribed medicines correctly.	6. Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

**7. Identify some substances people might swallow, drink or inhale that could be harmful to their health.**

**Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.**

**7. Identify some common legal drugs (e.g. nicotine and alcohol).**

**Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.**

**7. Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.**

**Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.**

**Identify when, why and how to ask for help in relation to drugs and alcohol.**

**7. Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and the substances can come from a variety of sources, including people we know.**

**Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).**

**Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.**

**7. Explain long term personal and social risks of substance misuse.**

**Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse.**

**Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.**

**Term 6 The World I live in**

Cycle A

Cycle B

Cycle C

Year 10

Year 11

<p>WILL1 – Diversity, rights and responsibilities</p>	<p>1. Identify some of the similarities and differences between young people of our age.</p> <p>Identify what is meant by having rules in school, at home and in the wider world.</p>	<p>1. Describe some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p>2. Describe what is meant by rights and responsibilities, giving personal examples.</p>	<p>1. Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).</p> <p>2. Identify some of the different kinds of rights and responsibilities we have in and outside school.</p>	<p>1. Explain the benefits of diversity for our friendships and our community.</p> <p>Identify why stereotyping is unfair.</p> <p>2. Recognise that everyone has 'human rights' and that the law protects these rights.</p> <p>Identify some of our rights to different opportunities in both education and work.</p>	<p>1. Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> <p>Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.</p> <p>Describe how to safely challenge stereotyping or discrimination when we witness or experience it.</p> <p>Identify whom we can talk to if we are worried about our rights or those of other people.</p>
<p>WILL2 – Managing online information</p>	<p>2. Recognise that not everything we see online is 'real' or 'true'.</p>	<p>3. Recognise that advertising online is targeted at individuals.</p> <p>Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p>	<p>3.. Describe simple steps to take to check if something we see online is trustworthy.</p> <p>Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.</p>	<p>3. Explain that information from our internet use is gathered, stored and used by external organisations.</p> <p>Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.</p>	<p>2. Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p>
<p>WILL3 Taking care of the environment</p>	<p>3. Identify living things that people can care for (e.g. house plants, pets, gardens).</p>	<p>4. Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).</p>	<p>4. Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p>	<p>4. Explain how every day choices can affect the environment positively (reducing, reusing,</p>	<p>3. Identify our feelings and values in relation to climate change and the environment.</p>



				recycling) and negatively (single-use plastic, waste, pollution).	
WILU 4 Preparing for adulthood	<p>4. Recognise different types of living arrangement, including adult care, residential care and living independently.</p> <p>5. Explain what is meant by having a 'job'.</p>	<p>5. Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.</p>	<p>5. Identify our aspirations for adult life (which may or may not include employment and independent living).</p> <p>Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>Recognise 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>5.Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.</p> <p>Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).</p> <p>Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p>	<p>4. Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p>Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team- working skills).</p> <p>5. Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>Identify people and organisations that can provide advice and support for our future employment.</p>
WILU 5 Managing finances	<p>6. Describe in simple terms what money is and how it is used.</p> <p>Recognise that money we</p>	<p>6. Describe different ways in which people might acquire money.</p> <p>Identify some ways that money</p>	<p>6. Explain what is meant by earning, spending, and saving money.</p> <p>Identify some ways in which we</p>	<p>6. Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).</p>	<p>6. Explain what is meant by 'debt' and 'credit'.</p> <p>Describe some simple examples of what is meant by</p>

	get from cash machines or through 'cashback' in the supermarket etc. is our money.	can be kept safe.  Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.	are encouraged to spend money, including online.  Describe the consequences of losing money or spending more than we have.	Explain the difference between essential and luxury purchases.  Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.	'value for money'.  Explain the benefits and identify different methods of saving for the future.  Identify what we can do if something we buy is faulty or we want to return it (our legal rights).  Demonstrate enterprise skills (e.g. participation in a mini enterprise project).
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## RELATIONSHIPS EDUCATION SECONDARY – Statutory content reference points

Topic	<p align="center"><b><u>Content grids from the DfE statutory guidance: Relationships and Sex Education (Secondary)</u></b></p> <p align="center"><b>By the end of secondary school pupils should know:</b></p>	<p align="center"><b>PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4</b></p> <p align="center"><b>Section and row references:</b></p>
<b>Families</b>	That there are different types of committed, stable relationships.	Changing and Growing: CG4, CG5
	How these relationships might contribute to human happiness and their importance for bringing up children.	Changing and Growing: CG3
	What marriage is, including their legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony).	Changing and Growing: CG5

	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Changing and Growing: CG5
	The characteristics and legal status of other types of long-term relationships.	Changing and Growing: CG3, CG5
	The roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.	Changing and Growing: CG5
	How to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	Managing Feelings: MF2 Changing and Growing: CG2, CG5 Self-Care, Support and Safety: SSS2, SSS6
<b>Respectful relationships, including friendships</b>	The characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	Self-Awareness: SA4, SA6 Changing and Growing: CG2, CG3 Managing Feelings: MF1
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Self-Awareness: SA3, SA5 Changing and Growing: CG3
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	Self-Awareness: SA3
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs.	Self-Awareness: SA3
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Self-Awareness: SA4

	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	Managing Feelings: MF3 Self-Awareness: SA4 Changing and Growing: CG3
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.	Changing and Growing: CG3
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	The world in which I live: WILI 1
<b>Online and media</b>	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.	Self-Care, Support and Safety: SSS2
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	Self-Care, Support and Safety: SSS3, SSS6
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Self-Care, Support and Safety: SSS6
	What to do and where to get support to report material or manage issues online.	Self-Care, Support and Safety: SSS2, SSS4, SSS6
	The impact of viewing harmful content.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	That specifically sexually explicit material (e.g. pornography) often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS6
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	Self-Care, Support and Safety: SSS6
	How information and data is generated, collected, shared and used online (partly).	Self-Care, Support and Safety: SSS2

<b>Being safe</b>	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM, and how these can affect current and future relationships.	Self-Care, Support and Safety: SSS2 Changing and Growing: CG4
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).	Changing and Growing: CG4
<b>Intimate and sexual relationships including sexual health</b>	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	Changing and Growing: CG3, CG4
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing).	Healthy Lifestyles: HL1
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	Changing and Growing: CG4
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Changing and Growing: CG4 Self-Care, Support and Safety: SSS1
	That they have a choice to delay sex or to enjoy intimacy without sex.	Changing and Growing: CG4, CG5
	The facts about the full range of contraceptive choices, efficacy and options available.	Changing and Growing: CG4
	That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	Changing and Growing: CG5

	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.	Changing and Growing: CG4
	About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Changing and Growing: CG4
	How the use of alcohol and drugs can lead to risky sexual behaviour.	Changing and Growing: CG4
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	Changing and Growing: CG4

<b>Topic</b>	<b><u>Content grids from the DfE statutory guidance: Health Education (Secondary)</u></b> <b><u>By the end of secondary school pupils should know:</u></b>	<b>PSHE education Planning Framework for Pupils with SEND KEY STAGES 3 AND 4</b> <b>Section and row references:</b>
<b>Mental wellbeing</b>	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	Self-Awareness: SA1, SA2 Managing Feelings: MF2
	That happiness is linked to being connected to others.	Managing Feelings: MF2
	How to recognise the early signs of mental wellbeing concerns	Self-care, support and Safety: SSS1 Healthy Lifestyles: HL2
	Common types of mental ill health (e.g. anxiety and depression).	Self-care, support and Safety: SSS1

	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.	Self-Awareness: SA1
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	Healthy Lifestyles: HL2, HL3
<b>Internet safety and harms</b>	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.	Healthy Lifestyles: HL5 Self-care, support and Safety: SSS7
	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.	Self-care, support and Safety: SSS4, SSS6
<b>Physical health and fitness</b>	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	Healthy Lifestyles: HL1, HL2
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.	Healthy Lifestyles: HL1
<b>Healthy eating</b>	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	Healthy Lifestyles: HL4
<b>Drugs, alcohol and tobacco</b>	The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions	Healthy Lifestyles: HL6, HL7

	The law relating to the supply and possession of illegal substances.	Healthy Lifestyles: HL7
	The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	Healthy Lifestyles: HL7
	The physical and psychological consequences of addiction, including alcohol dependency.	Healthy Lifestyles: HL7
	Awareness of the dangers of drugs which are prescribed but still present serious health risks.	Healthy Lifestyles: HL6
	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.	Healthy Lifestyles: HL7
<b>Health and prevention</b>	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	Self-care, support and Safety: SSS4
	About dental health and the benefits of good oral hygiene and flossing, including healthy eating and regular check-ups at the dentist.	Healthy Lifestyles: HL1
	(late secondary) the benefits of regular self-examination and screening.	Self-care, support and Safety: SSS1
	The facts and science relating to immunisation and vaccination.	Self-care, support and Safety: SSS1
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL1
<b>Basic first aid</b>	Basic treatment for common injuries (partly).	Self-care, support and Safety: SSS4



	Life-saving skills, including how to administer CPR (partly).	Self-care, support and Safety: SSS4
	The purpose of defibrillators and when one might be needed (partly).	Self-care, support and Safety: SSS4
<b>Changing adolescent body</b>	Key facts about puberty and the changing adolescent body and menstrual wellbeing.	Changing and Growing: CG1
	The main changes which take place in males and females, and the implications for emotional and physical health.	Changing and Growing: CG1