



Life Skills Policy

Ref: CO19

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Document Control

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1. Overview :

- 1.1. The policy has been drawn up in consultation with all teaching staff, other school staff, parents, pupils, governors, members of the wider school community and other agencies.
- 1.2. This policy document is freely available to the entire school community on the School Documents section of the VLE.

1.3. National Context:

While PSHE education is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for PSHE, drawing on good practice.'

- 1.4. Along with the National Curriculum framework, the DfE also published guidance on PSHE education, which states that the subject is:
'an important and necessary part of all pupils' education' and that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

- 1.5. Section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:
'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'
'prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

- 1.6. These duties are set out in the 2002 Education Act (the 2010 Academies Act also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe.

2. Aims:

The purpose and school context for PSHE education

2.1. The innovative and evolving PSHE programme at CHS is designed to support our learners in becoming ***successful, creative and happy***. The planned programme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their daily lives and in society and to help them make decisions that will shape a successful future. PSHE education forms part of our wider responsibility to develop pupils physically, personally, spiritually, morally, socially and culturally and so sits within the wider Pastoral and Academic curriculum – including

- Extended Learning Experiences
- Academic Curriculum
- Extra-Curricular Provision
- Tutor curriculum
- CHS Qualities of Success
- Cooperative Values
- Student Leadership pathways
- Future and Creative Foundations

2.2. The CHS PSHE programme is underpinned by 3 key principles, as set out by the PSHE Association

- **Health & Well Being**
- **Living in the Wider World**
- **Relationships**

2.3. ‘Relationships’ includes sex education; ‘Health and Well-Being’ includes physical and mental and emotional health as well as Substance Abuse and ‘Living in the Wider World’ incorporates many of the concepts of the government’s PREVENT strategy as well as Careers information and guidance.

2.4. (See Appendix 1 for full subject breakdown of the 3 key principles)

2.5. Discreet PSHE lessons are taught through the Pastoral Curriculum by Form Tutors and explicitly each half term by Heads of Year and Senior Leadership links.

2.6. A one hour PSHE lesson is delivered each half term – planned and taught by HOY and SLT Link.

- 2.7. There is a Form Time focus each half term (to support PSHE lesson) – three registration sessions are devoted to PSHE each half term.
- 2.8. PSHE is also delivered to Year 10 in the Summer term for 2 hours per week, once the RE exam has been completed.
- 2.9. Life Skills lessons are delivered to Year 11 each week by a team of skilled teachers. This is a personalised curriculum designed to prepare students for further educational opportunities and to support them in achieving academic success in their final year at CHS.

3. Background to PSHE programme:

- 3.1. Comprehensive audit of PSHE provision carried out in 2013-14 across the pastoral and academic curriculum (**See Appendix 2**)
- 3.2. Gaps identified in each of the 3 strands for each year group.
- 3.3. PSHE Programme personalised to meet the needs of our pupils at CHS and tailored to each year group so that it is age appropriate.
- 3.4. Qualities of Success, Co-op Values, Future Foundations, ELEs – all mapped within PSHE programme to provide a whole school approach.
- 3.5. Half termly focus on 1 key strand. Each strand is covered twice across the year. Spiral programme of study where understanding is developed year on year.

4. Equal Opportunities:

- 4.1. We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

5. Outside Agencies:

- 5.1. It is absolutely essential that we liaise with outside agencies to support us in the delivery of an effective PSHE programme of study. We have very strong links with many health services to ensure that our PSHE programme is supportive and evolving and to support and train staff in delivering effective PSHE.
- 5.2. **Brook** – Brook support us in writing our Relationships lessons as well as delivering specific sessions to groups of pupils. Brook deliver weekly sessions to Year 11 throughout Autumn 2 on STIs and Contraception. They run the amazing Brook Express experience for 100 Year 10 pupils. These are bitesize workshops on everything to do with healthy relationships and include other outside agencies like LGBT & Youth and Women's Aid. Brook also team teach with our staff in order to model best practice when teaching about Health, hygiene and contraception.
- 5.3. **Healthy Schools** – Healthy Schools are an important point of contact for us, particularly in the delivery of Mental and Emotional Health themes and Substance Abuse. They deliver staff training on these topics and have team taught with staff on substance abuse lessons.
- 5.4. **CAMHS** – We have a CAMHS representative in school that is available for staff and students as an important point of contact on Mental and Emotional Health. Staff can speak to her about developing teaching resources and offering support to pupils and pupils can be referred for some mentoring/counseling to support them through any difficulties they might be going through.
- 5.5. **Education Business Solutions (EBS)** – We partner with EBS to run an Enterprise Day for Year 9 pupils as part of the Summer ELE. Pupils get involved in a real enterprise challenge and must trade effectively with real professionals from across a range of industries across the North West.
- 5.6. **Tim Parry Johnathan Ball Foundation for Peace** – We are linking with The Foundation for Peace this year for students to engage in anti-extremism workshops/experiences.
- 5.7. **Southway Housing Trust** – pupils engage in a number of joint projects with Southway Housing in order to ‘support their community and make a difference’.
- 5.8. **Together Dementia** – run workshops with our pupils as part of Autumn ELE to explore the issues around dementia and how we can all help.
- 5.9. **Chorlton Good Neighbours** – pupils create seasonal gifts for our elderly neighbours in the community and perform at their Christmas party

5.10. **Red Rose Forest** – pupils engage in many sustainability projects throughout the year, including planting trees in our local parks.

6. Principles of Effective PSHE Education:

At CHS, we aspire to follow these 10 principles of effective PSHE education as set out by the PSHE Association:

- 6.1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
- 6.2. Plan a ‘spiral programme’ which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
- 6.3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
- 6.4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
- 6.5. Provide information which is realistic and relevant and which reinforces positive social norms.
- 6.6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- 6.7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
- 6.8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
- 6.9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

6.10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

7. Monitoring and Evaluation of PSHE and Life Skills at CHS:

7.1. It is absolutely crucial that our PSHE provision is monitored and evaluated regularly. This process should inform changes and updates to our programme of study and our ways of working. Each half term the following monitoring should be carried out by PSHE SLT lead, the Creative Curriculum Coordinator and Heads of Year:

- PSHE Learning Walks (see Appendix 3)
- Pupil Voice (See Appendix 4)
- Staff Voice (available through survey monkey)

7.2. At the end of each half term/term, this data should inform ways of working for form tutors and HOY/SLT who are delivering the Programme. Outcomes of monitoring should be shared with all staff each term.

7.3. A Parent's Hub Meeting should be used each year to consult with parents on the PSHE programme. The feedback should be used to develop content and delivery.

8. The PSHE Programme of Study at CHS:

8.1. The PSHE programme of study at CHS is drawn up in consultation with Parents, staff and pupils, and is based on guidance from the PSHE Association.

Year 7 Programme	Aut 1	Aut 2	Sp1	Sp2	Sum1
PSHE Focus	Health and Well-Being	Living in the Wider World	Relationships	Living in the Wider World	Health and Well-Being
Future Foundations	<i>I embrace life and prepare to succeed</i>	<i>I support my community and make a difference to it</i>	<i>I explore life, take a deep breath, go for it and respond to it with imagination</i>	<i>I own my actions, I understand my actions</i>	<i>I hone my skills, if I fall down, I get up, I try again</i>
Qualities of Success	Optimism	Empathy	Creativity, Curiosity	Responsibility, reflection	Practice, Resiliency
Cooperative Values	Democracy	Solidarity, Caring for Others, Equality, Equity	Openness	Honesty, Social Responsibility	Self-Help
ELE		Support community and make a difference - charity and fundraising			Future Foundations Festival
PSHE Lesson	PERSONAL ATTRIBUTES - to recognise their personal strengths and how this affects their self-confidence and self-esteem.	DIVERSITY, DISCRIMINATION & RIGHTS - The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities	TYPES OF RELATIONSHIPS - nature, importance of marriage, civil partnerships and other stable, long term relationships; roles and responsibilities of parents, carers and children in families	LAWS, LIBERTIES, JUSTICE - precious liberties enjoyed by citizens of the UK, the nature of rules and laws, the difference between criminal and civil law.	INFLUENCE OF THE MEDIA - how the media portrays young people, body image and health issues and that identity is affected by a range of factors
PSHE Pastoral Curriculum	PERSONAL ATTRIBUTES - accepting helpful feedback, rejecting unhelpful criticism; understanding that self esteem can change with personal circumstances	DIVERSITY, DISCRIMINATION & RIGHTS - about discrimination, how to respond when being discriminated against & responsibilities towards others	TYPES OF RELATIONSHIPS - how to deal with a breakdown in relationships and the effect of change, including loss, separation, divorce and bereavement	LAWS, LIBERTIES, JUSTICE - the justice system, including the role of the police and how courts and tribunals work	HEALTH SERVICES - how to access local health services
Whole School Calendar for the year group, inc assemblies	Rewards Launch, Road Safety, School Council Elections, Digital Safety, Extra-Curricular, Y7 Parents and Tutors evening, Y7 ELE	Progress Week, Independent Learning, Have your Say, Anti-Bully Week, Donations Week, Y7 Panto visit	Progress Week, Digital Safety, Ind Learning, Well Being and Mental Health Week	Y7 Parents Evening, Progress Week, Ind learning, Have your Say, Outstanding Conduct, VIVO,	Progress Week, Have your Say, Emotional Health, Ind Learning, Conduct and Vivo

YEAR 7 PSHE Focus		Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum2
	Strand	Health & Well-Being	Living in the Wider World	Relationships	Living in the Wider World	Health & Well-Being	Relationships
Wednesday P5 - English	PSHE Lesson	PERSONAL ATTRIBUTES - <i>to recognise their personal strengths and how this affects their self confidence and self-esteem.</i>	DIVERSITY, DISCRIMINATION & RIGHTS - <i>The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</i>	TYPES OF RELATIONSHIPS - the nature and importance of marriage, civil partnerships and other stable, long term relationships; roles and responsibilities of parents, carers and children in families	LAWS, LIBERTIES, JUSTICE - precious liberties enjoyed by citizens of the UK, the nature of rules and laws, the difference between criminal and civil law.	INFLUENCE OF THE MEDIA - how the media portrays young people, body image and health issues and that identity is affected by a range of factors	BULLYING, ABUSE & GANGS - Recognising bullying & abuse in all its forms and skills and strategies to deal with it; support services available;
Form Time	Session 1	PERSONAL ATTRIBUTES- <i>accepting helpful feedback</i>	DIVERSITY, DISCRIMINATION & RIGHTS - What is discrimination?	TYPES OF RELATIONSHIPS - how to deal with a breakdown in relationships	LAWS, LIBERTIES, JUSTICE - the justice system in the UK - related to young people - e.g. permitted hours and types of employment (under 18)	HEALTH SERVICES - how to access local health services	BULLYING, ABUSE & GANGS - laws relating to carrying of offensive weapons;
	Session 2	PERSONAL ATTRIBUTES - <i>rejecting unhelpful criticism;</i>	DIVERSITY, DISCRIMINATION & RIGHTS - how to respond when being discriminated against	TYPES OF RELATIONSHIPS - the effect of change, including loss, separation, divorce and bereavement	LAWS, LIBERTIES, JUSTICE - the role of the police - how this affects young people	HEALTH SERVICES - how to access local health services	BULLYING, ABUSE & GANGS - difference between friendship groups and gangs
	Session 3	PERSONAL ATTRIBUTES - <i>understanding that self esteem can change with personal circumstances</i>	DIVERSITY, DISCRIMINATION & RIGHTS - responsibilities towards others who are experiencing discrimination	TYPES OF RELATIONSHIPS - the effect of change, including loss, separation, divorce and bereavement	LAWS, LIBERTIES, JUSTICE - how courts and tribunals work		

Year 8 Programme of Study	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
PSHE Focus	Living in the Wider World	Living in the Wider World	Health & Well Being	Relationships	Health & Well-Being	Relationships
Future Foundations	I am an Organised Entrepreneur	I am a Perceptive Problem Solver	I am a Trail Blazer	I am a Positive Communicator	I am a Reflective Learner	I am a Creative, Successful & Happy Leader
Qualities of Success	Curiosity	Creativity, Motivation	Resiliency, Practice	Optimism, Empathy	Reflection	Responsibility
Cooperative Values	Self-Help and Self-Responsibility	Solidarity, Social Responsibility	Equality, Equity	Openness, Honesty	Caring for Others, Self Help	Democracy
ELE		Creative Careers				Graduation Festival (+ enterprise event)
PSHE Lesson	FINANCIAL CAPABILITY - explore social and moral dilemmas about the use of money; functions and use of money,	POLITICAL SYSTEM & GOVERNANCE - how the political system in UK has developed as a democracy, the monarchy, development of parliament	HEALTH & HYGIENE - preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene.	DIVERSITY IN SEXUAL IDENTITY - the difference between sex, gender, identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexual identity	SUBSTANCE ABUSE - the positive and negative roles played by drugs in society (including alcohol), the law relating to their supply, use and misuse, recognise and manage different influences on their decisions on the use of substances, including peer influence	CONSENT - that consent is freely given and that being pressurised, manipulated or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.
Pastoral Curriculum	FINANCIAL CAPABILITY - personal budgeting and money management, to assess and manage risk in relation to young people's financial decisions' about gambling and its consequences.	POLITICAL SYSTEM & GOVERNANCE -the operation of parliament, including voting and elections and the role of political parties.	HEALTH & HYGIENE - characteristics of mental & emotional health and strategies for managing it; to manage growth and change as normal parts of growing up	DIVERSITY IN SEXUAL IDENTITY -the terms associated with sex, gender identity and sexual orientation; the unacceptability of sexist, homophobic, transphobic and disabilist language and behaviour, the need to challenge it and how to do so	SUBSTANCE ABUSE - personal and social risks and consequences for themselves and others, including the benefits of not drinking, not smoking and not harming others with second hand smoke; the risks of experimental and occasional substance use, understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use & who to talk to if they have concerns	CONSENT - to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure consent has been given
Whole School Calendar, inc assemblies	Rewards Launch, Road Safety, Digital Safety	Progress Week, Independent Learning, Have your Say, Anti-Bully Week, Donations WeekY8 Parents Evening	Year 8 Curriculum Pathways , Progress Week, Digital Safety, Ind Learning, Well Being and Mental Health Week	Progress Week, Ind learning, Have your Say, Outstanding Conduct, VIVO,	Progress Week, Have your Say, Emotional Health, Ind Learning, Conduct and Vivo	Y8 Graduation Evening , ELE Week, Induction Day, Friendship Day, Progress Week, Have your Say, Digital Safety, Conduct/Rewards,
ACEG MAPPING	LO13 - show that you can manage a personal budget	ELE Creative Careers - LO4 - describe different ways of looking at people's careers; LO4 - describe the organisation and structure of different businesses				ELE - LO17 - show that you can be positive, flexible and well prepared at transition points in your life; LO13 - budget management; LO3 - explain how you have benefitted from careers and work related learning activities

YEAR 8 PSHE Focus		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Strand	Living in the Wider World	Living in the Wider World	Health & Well-Being	Relationships	Health & Well-Being	Relationships
Wednesday P2 -Maths	PSHE Lesson	FINANCIAL CAPABILITY - explore social and moral dilemmas about the use of money; functions and use of money,	POLITICAL SYSTEM & GOVERNANCE - how the political system in UK has developed as a democracy, the monarchy and the development of parliament	HEALTH & HYGIENE - preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene.	DIVERSITY IN SEXUAL IDENTITY - the difference between sex, gender, identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexual identity	SUBSTANCE ABUSE - the positive and negative roles played by drugs in society (including alcohol), the law relating to their supply, use and misuse, recognise and manage different influences on their decisions on the use of substances, including peer influence	CONSENT - that consent is freely given and that being pressurised, manipulated or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.
Form Time	Session 1	FINANCIAL CAPABILITY - personal budgeting & money management	POLITICAL SYSTEM & GOVERNANCE -the operation of parliament - how does it operate? - how it applies to young people	HEALTH & HYGIENE - characteristics of mental & emotional health	DIVERSITY IN SEXUAL IDENTITY -the terms associated with sex, gender identity and sexual orientation;	SUBSTANCE ABUSE - personal and social risks and consequences for themselves and others, including the benefits of not drinking, not smoking and not harming others with second hand smoke;	CONSENT - to learn about the law in relation to consent (including the legal age of consent for sexual activity, and
	Session 2	FINANCIAL CAPABILITY - to assess and manage risk in relation to young people's financial decisions' about gambling	POLITICAL SYSTEM & GOVERNANCE voting and elections - how it applies to young people - Scottish elections?	HEALTH & HYGIENE - strategies for managing mental & emotional health	DIVERSITY IN SEXUAL IDENTITY - the unacceptability of sexist, homophobic, transphobic and disabilist language and behaviour,	SUBSTANCE ABUSE -the risks of experimental and occasional substance use,	CONSENT -the legal definition of consent
	Session 3	FINANCIAL CAPABILITY -the consequences of gambling	POLITICAL SYSTEM & GOVERNANCE - the role of political parties.	HEALTH & HYGIENE - managing growth and change as normal parts of growing up	DIVERSITY IN SEXUAL IDENTITY -the need to challenge this unacceptable behaviour and how to do so	SUBSTANCE ABUSE - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use & who to talk to if they have concerns	CONSENT -the responsibility in law for the seeker of consent to ensure consent has been given

Year 9 Programme of Study	Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum2
PSHE Focus	Living in the Wider World	Relationships	Health and Well-Being	Living in the Wider World	Relationships	Health & well-Being
Qualities of Success	Reflection	Resiliency	Responsibility	Empathy	Curiosity, Responsibility	Responsibility
Cooperative Values	Equality, Solidarity	Self Help	Self-Responsibility	Solidarity, Equity	Self Responsibility	Self-Responsibility
ELE		Digital Skills in the 21st Century				Enterprise + Careers Fair (Mock interviews; application forms; CVs etc.)
PSHE Lesson	Diversity, Discrimination & Rights - to think critically about extremism and intolerance in whatever form they take; to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	Types of Relationships - Managing changes in personal relationships, including ending relationships. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Substance Abuse - the short and long term consequences of substance abuse and misuse for the health and emotional well-being of individuals, families and communities, including the health risks related to second-hand smoke.	Political System & Governance - the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	Readiness for Sex - how to assess readiness for sex; about accessing and the correct use of contraception	Influence of the Media - to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
Pastoral Curriculum	Diversity, Discrimination & Rights - about the unacceptability of all forms discrimination, and the need to challenge it in the wider community including the workplace; to think critically about extremism and intolerance in whatever form they take	Types of relationships - about statutory and voluntary organisations that support relationships experiencing difficulty or in crisis, such as relationship breakdown, separation, divorce or bereavement; how to access such organisations; the reasons why parents choose to adopt or to place children for adoption	Substance Abuse - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and who to talk to if they have concerns;	Political System & Governance - other systems and forms of government both democratic and non-democratic beyond the UK; local, regional and international governance and the UK's relationship with the rest of Europe, the Commonwealth and the wider world	Readiness for Sex - to understand the consequences of unintended pregnancy and of teenage parenthood; the pathways available in the event of unintended pregnancy and the possible physical and emotional reactions and responses people might have to each option and who to talk to for accurate, impartial advice and support	Influence of the Media - about health risks and issues related to idealised and artificial body shapes, including cosmetic procedures
Whole School Calendar, inc assemblies	Rewards Launch, Road Safety, Digital Safety	Progress Week, Independent Learning, Have your Say, Anti-Bully Week, Donations Fortnight	Year 9 Parents Evening, Progress Week, Digital Safety, Ind Learning, Well Being and Mental Health Week	Progress Week, Ind learning, Have your Say, Outstanding Conduct, VIVO,	Y9 Geog Trip. Progress Week, Have your Say, Emotional Health, Ind Learning, Conduct and Vivo	ELE Week, Induction Day, Friendship Day, Progress Week, Have your Say, Digital Safety, Conduct/Rewards,
ACEG MAPPING	LO8 - recognise and challenge stereotyping	ELE - LO4 - explain key ideas about career and career development; LO5 - explain how work is changing; LO6 - explain different types of businesses				ELE - LO1; LO2'; LO3; LO4; LO6; LO7; LO10; LO11; LO12'; LO13; LO14; LO15; LO16; LO17

Year 9 PSHE Focus		Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum2
YEAR 9	Strand	Living in the Wider World	Relationships	Health & well-Being	Living in the Wider World	Relationships	Health & Well-Being
Thursday Period 1 - English	PSHE Lesson	Diversity, Discrimination & Rights - to think critically about extremism and intolerance in whatever form they take; to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	Types of Relationships - Managing changes in personal relationships, including ending relationships. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances	Substance Abuse - the short and long term consequences of substance abuse and misuse for the health and emotional well-being of individuals, families and communities, including the health risks related to second-hand smoke.	Political System & Governance - the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	Readiness for Sex - how to assess readiness for sex; about accessing and the correct use of contraception	Influence of the Media - to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
Form Time	Session 1	Diversity, Discrimination & Rights - about the unacceptability of all forms discrimination, and the need to challenge it in the wider community including the workplace;	Types of relationships - about statutory and voluntary organisations that support relationships experiencing difficulty or in crisis, such as relationship breakdown, separation, divorce or bereavement;	Substance Abuse - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and who to talk to if they have concerns;	Political System & Governance - other systems and forms of government both democratic and non-democratic beyond the UK;	Readiness for Sex - to understand the consequences of unintended pregnancy and of teenage parenthood;	Influence of the Media - about health risks and issues related to idealised and artificial body shapes, including cosmetic procedures
	Session 2	Diversity, Discrimination & Rights - about the unacceptability of all forms discrimination, and the need to challenge it in the wider community including the workplace;	Types of relationships- how to access such organisations (see Session 1);	Substance Abuse - understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and who to talk to if they have concerns;	Political System & Governance - local, regional and international governance	Readiness for Sex- the pathways available in the event of unintended pregnancy and the possible physical and emotional reactions and responses people might have to each option	Influence of the Media - about health risks and issues related to idealised and artificial body shapes, including cosmetic procedures
	Session 3	Diversity, Discrimination & Rights -to think critically about extremism and intolerance in whatever form they take	Types of relationships- the reasons why parents choose to adopt or to place children for adoption		Political System & Governance -the UK's relationship with the rest of Europe, the Commonwealth and the wider world		

Year 10 Programme of Study	Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum2
PSHE Focus	Living in the Wider World	Relationships	Health & Well-Being	Living in the Wider World	Relationships	Health & Well-Being
Qualities of Success	Responsibility	Empathy	Reflection	Optimism, Motivation	Responsibility	Responsibility
Cooperative Values	Self-Help	Equity, Equality	Self Responsibility, Self-Help	Democracy, Equality	Self Responsibility	
ELE		Diversity, Discrimination & Rights				Work Experience
PSHE Lesson	Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling)	Sex in the Media - to understand the role of sex in the media and its impact on sexuality	Health & Hygiene - the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental health disorders (including stress, anxiety and depression)	Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding	Consent - how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity	Substance Abuse - the wider risks and consequences of legal and illegal substance use including on their personal safety, career, future relationship and lifestyle;
Pastoral Curriculum	Financial Capability - ways to be a critical consumer of goods and services; their consumer rights and how to seek redress;	Sex in the Media - sexism, gender norms, boundaries, respect	Health & Hygiene - the effects of puberty and hormones; to take increased responsibility for monitoring their own health (including testicular and breast self-examination)	Laws, Liberties and Justice - the different ways a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering	Consent - to manage unwanted attention in a variety of contexts; to recognise the impact of drugs and alcohol on choices and sexual behaviour, to understand and respect other's faith and cultural expectations	Substance Abuse - how lifestyle choices affect a foetus
Whole School Calendar, inc assemblies	Rewards Launch, Road Safety, Digital Safety	Progress Week, Independent Learning, Have your Say, Anti-Bully Week, Donations Week	Y10 Mock Week, y10 Drama Performances, Progress Week, Digital Safety, Ind Learning, Well Being and Mental Health Week	Progress Week, Ind learning, Have your Say, Outstanding Conduct, VIVO,	Y10 Parent's Evening; Y10 Science CA, Progress Week, Have your Say, Emotional Health, Ind Learning, Conduct and Vivo	Year 10 Work Experience, Y10 Drama Performances, ELE Week, Induction Day, Friendship Day, Progress Week, Have your Say, Digital Safety, Conduct/Rewards,
ACEG MAPPING	LO13 - show that you can manage your own money			LO14 - research volunteering options		Work Experience - LO1 - LO17

YEAR 10 PSHE Focus		Aut 1	Aut 2	Sp1	Sp2	Sum1	Sum2
	Strand	Living in the Wider World	Relationships	Health & Well-Being	Living in the Wider World	Relationships	Health & Well-Being
Wednesday P2 - Science	PSHE Lesson	Financial Capability - to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling)	Sex in the Media - to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexism, feminism etc...)	Health & Hygiene - the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental health disorders (including stress, anxiety and depression)	Laws, Liberties and Justice - diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding	Consent - how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity	Substance Abuse - the wider risks and consequences of legal and illegal substance use including on their personal safety, career, future relationship and lifestyle;
Form Time	Session 1	Financial Capability - ways to be a critical consumer of goods and services;	Session 1 – Sexism in the media – e.g. gender roles	Health & Hygiene - the effects of puberty and hormones;	Laws, Liberties and Justice - the different ways a citizen can contribute to the improvement of their community,	Consent - to manage unwanted attention in a variety of contexts;	Substance Abuse - how lifestyle choices affect a foetus
	Session 2	Financial Capability - their consumer rights and how to seek redress;	Session 2 – How is sex portrayed in the media? <i>Consent & Negotiation</i>	Health & Hygiene - the effects of puberty and hormones;	Laws, Liberties and Justice - the opportunity to participate actively in community volunteering	Consent -to recognise the impact of drugs and alcohol on choices and sexual behaviour,	
	Session 3		Session 3 – How is sex portrayed in the media? <i>Boundaries & Respect</i>	Health & Hygiene -to take increased responsibility for monitoring their own health (including testicular and breast self-examination)		Consent -to understand and respect other's faith and cultural expectations	

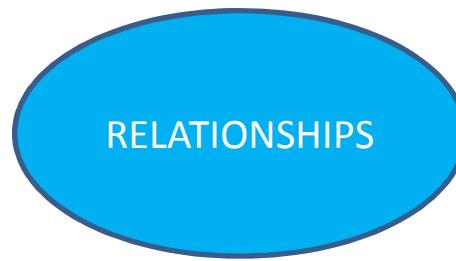
Year 11 PSHE Focus		Aut 1	Aut 2	Sp1	Sp2	Sum1
	Strand	Living in the Wider World	Living in the Wider World	Living in the Wider World	Health & Well-Being	Health & Well-Being
Fri 1+2	Life Skills Lesson	Goal Setting Building Skills for the Future Careers, Options and the World of Work - Kudos and Careerscape	Careers, Options and the World of Work and how it is changing; Job Satisfaction; where to get information and advice Building Skills as a Learner College Applications	Diversity, Discrimination, Rights Laws, Liberties and Justice Financial Capability	Personal Attributes Health & Hygiene Goal Setting Building Skills for the Future	Revision and Exam Preparation - being enterprising about how you learn Healthy Body, healthy mind
FORMTIME	Session 1	Developing employability skills - time management	To take full advantage of work experience opportunities	about the unacceptability of all forms of discrimination,	What is self confidence and self esteem?	How to manage stress - with reference to exam preparation
	Session 2	Developing employability skills, self-organisation, presentation,	Volunteering opportunities in the local area	the need to challenge discrimination in the community	Evaluate how our self-esteem and self confidence are affected by the judgements of others.	Stress management - tips for exams
	Session 3	developing online presence	about rights and responsibilities at work	the need to challenge discrimination in school and in the workplace	How can we feel better about ourselves?	Stress management - tips for exams

Year 11 Life Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	CHS/PSHE ASSOCIATION	CHS/PSHE ASSOCIATION	CHS/PSHE ASSOCIATION	CHS/PSHE ASSOCIATION	CHS/PSHE ASSOCIATION
Subject Content	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Goal Setting • Building Skills for the Future • Careers, Options and the World of Work • To evaluate their own personal strengths and areas for development and to use this to inform goal setting • How their strengths, interests, skills and qualities are changing and how these relate to future employability • About the information, advice and guidance available to them including in education, training and employment 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Careers, Options and the World of Work • Building Skills as a Learner • About the information, advice and guidance available to them • About the range of opportunities available to them for career progression, including in education, training and employment • Changing patterns of employment • Preparing for interview • College applications completion • (-2 weeks – college entry exams) 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Diversity, Discrimination, Rights • Laws, Liberties and Justice • Financial Capability • About the unacceptability of all forms of discrimination • To think critically about extremism and intolerance • Diverse national, regional, religious and ethnic identities in the UK • Different ways in which a citizen can contribute to their community • To be a critical consumer of goods and services 	HEALTH & WELL BEING + LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Personal Attributes • Health & Hygiene • Goal Setting • Building Skills for the Future • Creating a Revision Timetable • Managing time / deadlines /personal goals • Prioritising - Attending revision • Self reflection - RAG rating curriculum areas • Action Planning- what do I need to work on? • Revision Techniques and skills 	HEALTH & WELL BEING + RELATIONSHIPS <ul style="list-style-type: none"> • Revision and Exam Preparation • Healthy Body, healthy mind • Revision Support and Independent Study • Support systems – IAG available – personal and professional • Transition preparation – life after CHS
Subject Skills	<ul style="list-style-type: none"> • Self-Reflection • Goal-setting • Independent Enquiry 	<ul style="list-style-type: none"> • Independent Research • Analysis 	<ul style="list-style-type: none"> • Communication • Working collaboratively • Critical Analysis • Budgeting 	<ul style="list-style-type: none"> • Revision • Time management • Action Planning • Prioritising • Goal setting • Self reflection 	<ul style="list-style-type: none"> • Contingency planning • Revision • Independent Research • Resourcefulness
Assessment	<ul style="list-style-type: none"> • Personal Audit/action plan • Careers Pathways Map • Personal Statement 	<ul style="list-style-type: none"> • College Applications • Revision/college entry exams 	<ul style="list-style-type: none"> • TBC with SOW development 	<ul style="list-style-type: none"> • Revision Timetable • On Track to Success Passport • Prom Passport 	<ul style="list-style-type: none"> • Updated IAG Action Plan • Records of Achievement - completed
Reward & Enrichment opportunities	<ul style="list-style-type: none"> • College Presentations • FE Evening • After School support for personal statement writing in IT facility 	<ul style="list-style-type: none"> • Expert 	<ul style="list-style-type: none"> • Motivational Speaker • The Challenge Network • External – Amnesty International? Community workshops? 	<ul style="list-style-type: none"> • Revision Assemblies • Parent and Pupil Engagement evening • Quiz Night? • Easter Revision Sessions 	<ul style="list-style-type: none"> • Prom • Leavers Assembly
Qualities of Success	 <p>Reflection, Motivation, Responsibility</p>	 <p>Optimism, Reflection, Responsibility, Motivation, Practice, Resiliency</p>	 <p>Empathy, responsibility</p>	 <p>Motivation, Responsibility, Resiliency</p>	 <p>Optimism, Resiliency, Creativity, Curiosity</p>

Reading, Writing & Communication	Writing – Punctuation This will be developed through writing personal statements and college applications. Pupils will be encouraged to use excellent writing skills and to develop skills of planning and proof reading as part of the writing process.	Writing – Sentence structures This will be developed through summary of independent research and in the successful completion of college applications – which will involve proof reading and self-correction	Writing – Clarity & organization This will be confirmed with the development of the SOW	Writing – Use of language This will be developed in pupil's ability to summarise information through the writing of revision timetables and revision materials using a range of writing and thinking strategies. Writing will also be developed through other forms of action planning and self-reflection.	Reading This will be developed through independent study of revision materials and research on IAG.
Numeracy	Numerical Literacy Pupils will demonstrate numerical literacy in the completion of college applications. Predicted grades must be outlined and the form must be completed with accuracy.	Measures and Estimation Estimating suitability for career pathways. Preparing measured responses for mock interview question – based on structure, timing, and appropriateness.	Critical Thinking Critically analyzing extremism and intolerance Critical consumer of goods and services.	Pictorial Representation /Patterns Developing Revision Timetable and a series of graphical/pictorial revision materials.	Prioritising/Time Management This will be developed in a range of Revision strategies.
Digital Development	Pupils will develop research skills when finding out about various college courses and career routes. Word processing skills will be developed in the writing of personal statements.	Research and investigation skills developed when researching suitability of colleges.	TBC with SOW	Accessing online revision materials – Frog, I Am Learning, SAM Learning, BBC bitesize etc	Accessing online revision materials – Frog, I Am Learning, SAM Learning, BBC bitesize etc
SMSC/Life Skills	<ul style="list-style-type: none"> • Goal Setting • Building Skills for the Future • Careers, Options and the World of Work 	<ul style="list-style-type: none"> • Careers, Options and the World of Work • Building Skills as a Learner 	<ul style="list-style-type: none"> • Diversity, Discrimination, Rights • Laws, Liberties and Justice • Financial Capability 	<ul style="list-style-type: none"> • Personal Attributes • Health & Hygiene • Goal Setting • Building Skills for the Future 	<ul style="list-style-type: none"> • Emotional Health and Well-Being • Resiliency strategies •

Appendix 1 – PSHE Programme of Study

- 1.1 Personal Attributes
- 1.2 Health and Hygiene
- 1.3 STIs
- 1.4 Exercise and Diet
- 1.5 Influence of the Media
- 1.6 Health and Safety
- 1.7 Substance abuse
- 1.8 Health Services



- 2.1 Transition
- 2.2 Core Values and Personal Qualities
- 2.3 Features of relationships
- 2.4 Types of relationship
- 2.5 Friendship
- 2.6 Diversity in sexual identity
- 2.7 Consent
- 2.8 Readiness for Sex
- 2.9 Sex in the Media
- 2.10 Digital Safety
- 2.11 Peer Pressure
- 2.12 Bullying, Abuse and Gangs



- 3.1 Goal Setting
- 3.2 Diversity, Discrimination and rights
- 3.3 Building skills for the future
- 3.4 Careers, Options and the World of Work
- 3.5 Enterprise and Business
- 3.6 Financial Capability
- 3.7 Political System and Governance
- 3.8 Law, Liberties and Justice

Health and Well-Being	KS3 - Suggested Requirement	KS4 - Related Requirement
1.1 Personal Attributes	to recognise their personal strengths and how this affects their self-confidence and self-esteem and	to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others
	to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem	to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
	to be able to accept helpful feedback or reject unhelpful criticism	
	to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment	
1.2 Health and Hygiene	the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up	the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
	preparation for changes to the body: what puberty is and what it entails	the effects of puberty and hormones
	the importance of taking increased responsibility for their own personal hygiene	to take increased responsibility for monitoring their own health (including testicular and breast self-examination)
	the purpose and importance of immunisation and vaccination	
1.3 STIs	that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs	about STIs, including HIV/AIDS, how to protect themselves and others from infection
	about contraception, including the condom and pill (see also <i>Relationships</i>)	how to respond if they feel they or others are at risk
1.4 Exercise and Diet	the benefits of physical activity and exercise and the importance of sleep	
	to recognise and manage what influences their choices about exercise	
	what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)	
	about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it	
1.5 Influence of the Media	how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self	to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealized and artificial body shapes
		about health risks and issues related to this, including cosmetic procedures
1.6 Health and Safety	ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	how to recognise and follow health and safety procedures
	a knowledge of basic first aid and life-saving skills	how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts
	to understand risk within the context of personal safety, especially accident prevention and road safety	about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)

	the positive and negative roles played by drugs in society (including alcohol)factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse	how lifestyle choices affect a foetus
	to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence	the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
1.7 Substance abuse	the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke	understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns
	the safe use of prescribed and over the counter medicines	the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle
	the risks and consequences of 'experimental' and 'occasional' substance use	
	to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns	
1.8 Health Services	about how to access local health services	where and how to obtain health information, advice and support (including sexual health services)

Relationships	KS3 - Suggested Requirement	KS4 - Related Requirement
2.1 Transition	the skills and knowledge required to manage the transition to, and the expectations of, secondary education	
2.2 Core Values and Personal Qualities	to recognise, clarify and if necessary challenge their own core values and how their values influence their choices the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness	
2.3 Features of relationships	to explore the range of positive qualities people bring to relationships that relationships can cause strong feelings and emotions (including sexual attraction)	strategies to manage strong emotions and feelings the characteristics and benefits of positive, strong, supportive, equal relationships

	the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships about the emotional aspects of relationships	parenting skills and qualities and their central importance to family life (including the implications of young parenthood) to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help
2.4 Types of relationship		managing changes in personal relationships including the ending of relationships
	the roles and responsibilities of parents, carers and children in families	the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
	how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement	about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
		how to access such organisations and other sources of information, advice and support
		the reasons why parents choose to adopt or to place children for adoption
2.5 Friendship	to understand the importance of friendship and to begin to consider love and sexual relationships in this context	
	to consider different levels of intimacy and their consequences	
	to acknowledge the right not to have intimate relationships until ready	
	to understand what expectations might be of having a girl/boyfriend	
2.6 Diversity in sexual identity	about the difference between sex, gender identity and sexual orientation	about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
	to recognise that there is diversity in sexual attraction and developing sexuality	
	the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.	
	about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so	
2.7 Consent	That consent is freely given and that being pressurised, manipulated or coerced -to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.	about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
	To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)	how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
		To recognise when others are using manipulation, persuasion or coercion and how to respond

		To understand the pernicious influence of gender double standards and victim-blaming to recognise the impact of drugs and alcohol on choices and sexual behaviour to manage unwanted attention in a variety of contexts (including harassment and stalking) to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
2.8 Readiness for Sex	about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)	to assess readiness for sex
	about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in condom use	about accessing and the correct use of contraception, negotiating condom use, reinforcing and building on learning in Key Stage 3
	about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice	to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
		about abortion, including the current legal position and the range of beliefs, opinions and myths about it
		the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
		that fertility decreases with age
	that the media portrayal of relationships may not reflect real life different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)	To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
2.10 Digital Safety	the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)	
2.11 Peer Pressure	to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate	the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
	to recognise peer pressure and have strategies to manage both	

2.12 Bullying, Abuse and Gangs	to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted	to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond about impact of domestic abuse (including sources of help and support)
	the support services available should they feel or believe others feel they are being abused and how to access them	
	laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences)	
	about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)	

Living in the Wider World	KS3 - Suggested Requirement	KS4 - Related Requirement
3.1 Goal Setting	the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)	to evaluate their own personal strengths and areas for development and to use this to inform goal setting
3.2 Diversity, Discrimination and rights	the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities	about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace
	about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination	to think critically about extremism and intolerance in whatever forms they take
	to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes	to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
3.3 Building skills for the future	about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills	How their strengths, interests, skills and qualities are changing and how these relate to future employability
	to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability	to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
3.4 Careers, Options and the World of Work	different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work	about the information, advice and guidance available to them and how to access it
	about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks	about the range of opportunities available to them for career progression, including in education, training and employment
	about different work roles and career pathways, including clarifying their own early aspirations	about changing patterns of employment (local, national, European and global)

	about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment	to take full advantage of any opportunities for work experience that are available
	about the choices available to them at the end of KS 3, sources of information, advice and support, and the skills to manage this decision-making process	about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
		about harassment and how to manage this (including the workplace)
		about confidentiality in the workplace, when it should be kept and when it might need to be broken
3.5 Enterprise and Business	the benefits of being ambitious and enterprising in all aspects of life	about attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
	about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit	to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
	about different types of business, how they are organized and financed	
3.6 Financial Capability	to assess and manage risk in relation to financial decisions that young people might make	to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)
	about gambling and its consequences (including on-line gambling), why people might choose to gamble, how the gambling industry encourages gambling	to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
	to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)	their consumer rights and how to seek redress
	the functions and uses of money, the importance of personal budgeting, money management and a range of financial products and services	wages, taxes, credit, debt, financial risk and a range of more sophisticated financial products and services
3.7 Political System and Governance	how the political system of the United Kingdom has developed as a democracy, including the role of the monarchy, the development of our constitution and Parliament, and how democracy is different from other forms of government	parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary
	the operation of Parliament, including voting and elections, and the role of political parties	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
		other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
		local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world
3.8 Law, Liberties and Justice	the precious liberties enjoyed by the citizens of the United Kingdom	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

	the nature of rules and laws, and the difference between criminal and civil law	the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering
	the justice system, including the role of the police, and how courts and tribunals work	