

Personal Social Health and Economic Education Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 4th November 2020

Last reviewed on: 16th September 2019

Next review due by: 4th November 2021

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Promote the emotional health and well-being of all pupils.
- Promote the needs and interests of all pupils.
- Promote positive relationships.
- Promote the social and emotional skills that underpin effective learning.
- Promote a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- Reflect the school's aim and ethos.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

2. Statutory requirements

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

We must teach health education under the same statutory guidance.

We must teach personal, social, health and economic education under the Independent School Standards 2014.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

3.2 How we teach it

Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people, and those with English as a second language, to ensure that they can fully access PSHE.

We recognise that there are five broad social and emotional aspects of learning: self-awareness; managing feelings; motivation; empathy; social skills and that these aspects are often considered to fall into two categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).

PSHE is taught by form tutors during specific weekly lessons during tutor time and pupils with the requirement for a specific programme to develop specific skills have this included. Outside personnel will be brought in to enhance subjects, e.g. the school nurse. Weekly sessions have been mapped out to cover the required national curriculum over the course of pupils' secondary education. Details of this mapping can be seen in the Curriculum Map at the end of this policy.

The weekly PSHE sessions are designed to provoke thought, debate and consideration and the programme of study is flexible to meet the needs of the pupils and may change to reflect the lives of the young people participating. The overall purpose is to equip the pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The school aims to create a safe learning environment, where pupils are able to discuss the matters that are important to them in the context of their own lives. PSHE starts from where the pupils are. Many will bring prior understanding, almost understanding, misunderstanding, or gaps in understanding to any issue explored through PSHE. Often this prior learning is quite complex and any new topic will start by enabling pupils to share this knowledge. It is therefore important that they are given the words to be able to talk of their views, feelings and experiences.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get support within the school and also through appropriate external agencies.

When teaching PSHE, the school adopts a wide repertoire of active teaching methods which:

- focus on active learning and pupil participation
- place value on the pupils' experiences and contributions.

Pupils are taught the knowledge, skills and understanding through opportunities to:

- take responsibility
- participate
- make real choices and decisions
- develop relationships

Content includes:

- Drugs Education
- Sex and Relationship Education
- Personal Finance
- Emotional Wellbeing
- Healthy Lifestyles
- Making Informed Career Choices
- Applying for Jobs and Courses
- Relationships, Behaviour and Practices in the Workplace
- Personal Safety

- Online Safety
- Being a Critical Consumer
- Introduction to Diversity, Prejudice and Discrimination
- Grooming in relation to child sexual exploitation or radicalisation

This content is sourced through a dedicated provider EC Publishing.

Pupils will be given regular opportunities to discuss, negotiate, evaluate, agree and record their level of performance and achievement regularly during Tutor Time. Pupils will be encouraged to develop an awareness of their responsibilities in the school, and elsewhere, for the welfare of others.

Pupils will be encouraged to develop self-reliance through group settings in which the following are encouraged:

- Trust
- Support
- Group Identity
- Willingness to accept responsibility in leadership and in participation as a member of the group

Each pupil will be provided with the opportunity for individual development so that they become independent, positive and self-confident.

Staff members will adopt teaching methods which encourage pupils to discuss, to express opinions and make decisions. Pupils will be offered opportunities across the curriculum such as visits out and receiving visitors to the group to support the widening of pupils' horizons and the development of tolerance towards those with different backgrounds and experience.

Staff will support the contribution and involvement of parents/carers and external agencies in the PSHE programme.

The school encourages and enables each pupil to 'have a voice' in the decision making processes in operation within the school - see Pupil Voice Policy

Teaching methods will be appropriate to the specific students' needs and preferred ways of learning; all lessons will use several different teaching methods to engage students and support an inclusive learning environment. Several assessment methods will be used depending on the type of topic covered e.g. plenary/discussions/baseline assessments/starter tasks quizzes/drawing/writing. Reporting to parents/carers will be through, regular updates in phone calls, end of term reports, letters home and meetings.

4. Roles and responsibilities

4.1 The governing board (the directors)

The governing board will approve the PSHE policy, and hold the head teacher to account for its implementation.

4.2 The head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the leadership team, head teacher and the directors through regular quality assurance activities including observations, learning walks and work scrutinies.

This policy will be reviewed by the directors and head teacher annually.

6. Links with other policies

This policy links to the following policies and procedures:

Safeguarding and Child Protection Policy

E Safety (Online Safety) Policy

Spiritual, Moral, Social and Cultural Development Policy

Anti-bullying Policy

Equality and Diversity Policy

Pupil Voice Policy

Drug and Substance Misuse Policy

Sex and Relationship Education Policy

https://www.dfe.gov.uk/what-are-we-doing-for/our-schools/curriculum/secondary/pshe/pshe-requirements		When Covered within the academic year in EC Resources Pack (HT = half term)				
Topic (DFE statutory wording)	Skill (summarised from PSHE Association)	Year 7	Year 8	Year 9	Year 10	Year 11
Mental wellbeing						
How to talk about their emotions accurately and sensitively, using appropriate vocabulary	KS3 H2: personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem	HT 1 HT3 HT4 HT5 HT6	HT 1 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6
That happiness is linked to being connected to others	KS3 H4: self-esteem can change with personal circumstances: family and friendships, achievements, employment	HT3 HT2 HT3 HT4 HT5 HT6	HT2 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6	HT3 HT2 HT3 HT4 HT5 HT6
How to recognise the early signs of mental wellbeing concerns	KS3 H6: causes / triggers for unhealthy coping strategies: selfharm and eating disorders; recognising when they or others need help, sources of help / strategies for access KS4 H4: traits of emotional / mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)	HT3 HT4 HT5 HT6	HT5	HT1 HT2 HT4 HT5	HT3 HT2 HT4 HT5 HT6	HT1 HT2
Common types of mental ill health (e.g. anxiety and depression)	KS4 H4: traits of emotional / mental health and the causes, symptoms and treatments of some mental and emotional health disorders (stress, anxiety and depression must be covered)	HT3 HT5 HT6	HT4	HT4	HT3	
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	KS4 H2: effective use of constructive feedback - difference between helpful feedback and unhelpful criticism	HT 1 HT3	HT4 HT5	HT3 HT2 HT3 HT4 HT5 HT6	HT2 HT4 HT6	HT4 HT5
	KS4 H3: strategies for managing mental health - stress, anxiety, depression; a broad range of strategies for promoting own emotional wellbeing	HT5 HT6	HT4 HT5	HT1 HT2 HT3 HT4 HT5 HT6	HT1 HT2 HT4 HT5 HT6	HT4 HT5
The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	KS3 H5: the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies	HT5 HT6	HT 1 HT4	HT3 HT4 HT6	HT3	
Internet safety and harms						
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	KS3 H18: how media presents young people; recognising impact on body image and health issues from this	HT 1	HT1 HT2 HT3 HT5 HT6	HT1 HT2 HT3	HT3 HT2	HT3 HT2 HT5
	KS4 H10: Recognising and managing feelings about/ influences of body image and media's portrayal of idealized / artificial body shapes	HT3 HT5 HT6	HT1 HT3 HT4 HT5 HT6	HT3 HT2 HT3	HT3 HT2	HT3 HT2 HT5
	KS3 L18: to assess and manage risk in relation to financial decisions that young people might make	HT2 HT3	HT3 HT4	HT4 HT5 HT6	HT3 HT4	HT2
	KS3 L19: gambling (including on-line) and consequences, why people gamble, and gambling industry influence. Managing pressure or influence to gamble and accessing support					HT2
	KS3 L20: social and moral dilemmas about money	HT2 HT3	HT3 HT4	HT4 HT5 HT6	HT4	HT2
	KS4 L20 recognising / managing influences on their financial decisions, (risk, planning expenditure, understanding debt / gambling); to access support financial decision-making and concerns	HT2 HT3	HT1 HT2 HT3 HT5 HT6	HT4 HT5 HT6	HT3 HT2	HT2
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	KS3 R28: Recognise bullying / abuse / prejudice in all its forms (including online abuse, exploitation and trafficking) and to have the skills / and strategies to manage being targeted or witnessing others being targeted	HT1 HT3 HT6	HT1 HT2 HT3 HT5 HT6	HT1 HT3 HT5 HT6	HT3 HT2 HT3 HT5 HT6	HT1 HT2 HT4
	KS4 R19: managing unwanted attention in a variety of contexts (including harassment and stalking)	HT1 HT3	HT1 HT4 HT6	HT2 HT3	HT1 HT5 HT6	HT1 HT2 HT3 HT5
	KS4 L7: recognising social media can also distort situations or issues; narrow understanding and appear to validate narrow views	HT2 HT3	HT1 HT4 HT6	HT1 HT2 HT3 HT4 HT6	HT3 HT6	HT1 HT2 HT3 HT4
	KS4 L8: the legal / personal risks associated with sharing intimate images of others and strategies for managing this	HT2	HT1	HT1	HT1 HT5 HT6	HT4
Physical health and fitness						
The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	KS3 H5: mental and emotional health, strategies for managing it; range of healthy coping strategies studied	HT3 HT4	HT1 HT5 HT6	HT3 HT5	HT1	HT1 HT2
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.	KS4 H3: strategies for managing mental health (stress, anxiety and depression); broad range of strategies for own emotional wellbeing	HT3 HT4	HT3 HT5 HT6	HT3 HT5	HT1	
as about the science relating to blood, organ and stem cell donation**	KS3 H15: importance of and strategies: maintaining balance between work, leisure and exercise As of the time of writing this, it has no PSHE Association code yet.	HT4	HT5	HT1 HT3	HT3 HT2	HT3 HT2
Healthy eating						
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	KS3 H16: what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) KS3 H17: what might influence their decisions about eating a balanced diet	HT3 HT4	HT1 HT5 HT6	HT1	HT1	HT1 HT2
Drugs alcohol and tobacco		HT3 HT4	HT1 HT5	HT1	HT3 HT2	HT1 HT2
The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions	KS3 H25: facts about legal / illegal substances, alcohol (including current government recommendations), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha, cannabis	HT5 HT6	HT5 HT6	HT3 HT2	HT3 HT2 HT4	HT3
	KS4 H15: short / long-term consequences of substance use / misuse for the health and mental / emotional wellbeing of individuals, families / communities, health risks of second-hand smoke	HT5 HT6	HT5	HT1 HT2	HT1 HT3 HT4	
The law relating to the supply and possession of illegal substances	KS3 H26: law : supply, use and misuse of legal / illegal substances		HT4	HT3 HT2 HT3		HT2
The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	KS3 H28: personal / social risks / consequences of substance use and misuse, including benefits of not drinking / not smoking / not harming others with second-hand smoke	HT5 HT6	HT5	HT2	HT2 HT4	HT2
The physical and psychological consequences of addiction, including alcohol dependency	KS3 H30: risks / consequences - 'experimental' and 'occasional' substance use. Explore terms 'dependence' and 'addiction'			HT2	HT2	HT2
Awareness of the dangers of drugs which are prescribed but still present serious health risks	KS3 H29: Safe use of prescribed and over counter meds	HT5 HT6		HT2	HT2 HT4	HT2
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	KS3 H28: personal / social risks / consequences of substance use and misuse, benefits of not drinking alcohol benefits of not smoking / not harming others with second-hand smoke	HT3 HT4 HT5 HT6	HT5	HT2		
	KS3 H31: accessing local health services and sources of support: smoking cessation services or if concerned about own / others' alcohol or substance use	HT3	HT1 HT4 HT5 HT6	HT2		
Health and prevention						
About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and	KS3 H9: Ways / importance of taking increased responsibility own physical health and personal hygiene	Year 7 HT5 HT6	Year 8 HT4 HT5	Year 9 HT2 HT3	Year 10 HT1 HT2	Year 11 HT1 HT2
	KS3 H10: Purpose / importance of immunisation and vaccination			HT2		HT6

prevention of infection, and about antibiotics	KS4 H7: Taking increased responsibility for maintaining and monitoring own health	H16 H15 H16	H16 H15	H12 H13	H11	H12 H12
About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**	KS3 H16: a balanced diet and its benefits	H16 H15	H16 H15	H11 H12		H12 H12
	KS3 H9: ways / importance of taking increased responsibility own physical health and personal hygiene	H16 H15 H16	H16 H15	H11 H12		H12 H12
The benefits of regular self-examination and screening	KS3 H32: cancer and prevention: healthy lifestyles and testicular self-examination (upper ks3), that childhood and adolescent cancers are rarely caused by lifestyle		H15	H12		H11 H12
	KS4 H18: checking for cancer (testicular and breast self-examination) and other illnesses, knowing what to do if they are feeling unwell; strategies to overcome worries - a confident user of the NHS		H15	H12		H11 H12
The facts and science relating to immunization and vaccination	KS3 H9: ways / importance of taking increased responsibility for own physical health / personal hygiene	H16 H15 H16	H15	H12		H12 H12
	KS3 H10: the purpose and importance of immunisation and vaccination			H12		H16
The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	KS3 H13: physical activity / exercise benefits and importance of sleep	H16	H16		H12	H12
Basic first aid						
Basic treatment for common injuries	KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)		H16			H15
Life-saving skills, including how to administer CPR	KS3 H22: Performing basic first aid / life-saving skills, cardio-pulmonary resuscitation (CPR)		H16			H15
The purpose of defibrillators and when one might be needed	KS4 H13: Finding sources of emergency help / how to perform emergency first aid, cardio-pulmonary resuscitation (CPR)		H16			H15
Changing adolescent body						
Key facts about puberty, the changing adolescent body and menstrual wellbeing	KS3 H7: Managing growth / change as normal aspect of growing up (consolidation and reinforcement of Key Stage 2 learning for puberty, human reproduction, pregnancy / physical / emotional change in adolescence)	H15 H16	H15 H16 H15 H16	H12	H11	H11
The main changes which take place in males and females, and the implications for emotional and physical health		H15 H16	H15 H16 H15 H16	H12	H11	H11
Relationships and sex education						
Topic (DfE statutory wording)	Skill (summarised from PSHE Association)					
Families						
That there are different types of committed, stable relationships.	KS3 R8: Different types of relationships: those within families, friendships, romantic / intimate relationships / factors that can affect these (age, gender, power and interests)	H15 H13 H14	H15 H14 H15 H16	H11 H12	H11 H13 H15	H12 H14 H15
	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	H15	H15 H14 H15 H16		H11 H13 H15	H12 H14 H15
How these relationships might contribute to human happiness and their importance for bringing up children	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	H15	H15 H14 H15 H16		H11 H12	H12 H14 H15
What marriage is*, including its 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	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	H15		H11 H12		H12 H14 H15
Why marriage is an important relationship choice for many couples and why it must be freely entered into	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion	H15	H15 H14 H15 H16		H15 H16	H12 H14 H15
The characteristics and legal status of other types of long-term relationships	KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion	H15	H15 H14 H15 H16		H15 H16	H12 H14 H15
The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting	KS3 R9: Nature / importance of marriage, civil partnerships / other stable, long-term relationships for family life / bringing up children	H15			H16	
	KS3 R11: Roles / responsibilities of parents, carers / children in families	H15			H16	H16
How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	KS4 R4: Parenting skills / qualities and central importance to family life (including the implications of young parenthood; making informed choices about parenting inc breastfeeding)				H16	H16
	KS3 R29: Support services available for themselves and others in unhealthy relationship and how to access them	H15	H15	H11 H12	H11 H12 H13 H14 H15 H16	H12 H14 H15
Respectful relationships, including friendships	KS4 R7: Awareness of exploitation, bullying, harassment, controlling relationships (including unacceptability of physical, emotional, sexual abuse in teenage relationships, including in group settings such as gangs). Skills and strategies to respond / access support	H15 H14	H15	H11 H12	H11 H12 H13 H14 H15 H16	H12 H14 H15
The characteristics of positive and healthy friendships (in all contexts, including online) 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	KS3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	H15 H13 H14	H15 H14 H15 H16	H11 H12	H11 H13 H15 H16	H12 H14 H15
	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships	H15 H14	H15 H14 H15 H16	H11 H12	H11 H15 H16	H12 H14 H15
Practical steps they can take in a range of different contexts to improve or support respectful relationships	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace	H15 H13 H14 H15	H15 H14 H15 H16	H11 H12 H13	H11 H15 H16	H12 H14 H15
	S3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	H15 H13 H14	H15 H14 H15 H16	H11 H12 H13	H11 H15 H16	H12 H14 H15
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)	KS4 R2: Traits / benefits of positive, strong, supportive, equal relationships	H15 H13 H14 H15	H15 H14 H15 H16	H11 H12 H13	H11 H15 H16	H12 H14 H15
	S3 R1: Qualities / behaviours to expect and exhibit in wide variety of positive relationships (teams, class, friendships)	H15 H13 H14 H15	H15 H14 H15 H16	H11 H12 H13	H11 H15 H16	H12 H14 H15
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 respect to others, including people in positions of authority and due tolerance of other people's beliefs	KS4 R20: to understand and respect others' faith and cultural expectations concerning relationships and sexual activity			H11 H12 H13 H16	H11 H12 H13	H15 H16
	KS4 L2: about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace	H15 H13 H14 H15 H16	H15 H14 H15 H16	H11 H12 H13	H13 H14	H12 H13 H14 H15
	KS3 L3: Similarities, differences / diversity amongst race, culture, ability, disability, sex, gender identity, sexual orientation. Impact of stereotyping, prejudice, bigotry, bullying, discrimination on individuals / communities	H15 H13 H14 H15	H15 H14 H15 H16	H11 H12 H13	H13 H14 H15	H12 H13 H14 H15 H16
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations	H15 H14	H15 H14 H15 H16	H11 H12 H13 H14	H13 H14 H15	H12 H13 H14 H15 H16
	KS3 L7: The rights all have for opportunities in learning and work, recognising / challenging stereotypes; family or cultural expectations that may limit aspirations	H15	H15 H14 H15 H16	H11 H12 H13 H14	H13 H14	H12 H13 H14 H15 H16
That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.	H15	H15 H15	H11 H12 H14	H14 H15 H16	H12 H13
What constitutes sexual harassment and sexual violence and why these are always unacceptable	KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others.		H15 H15	H11 H12	H14 H15 H16	H12 H13
	KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support		H15 H15	H11 H12 H14	H15 H16	H12 H13

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	KS4 L2: Unacceptability of all discrimination, challenging it, prejudice and bigotry in the wider world inc workplace KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others. KS4 R7: Developing awareness of exploitation, bullying, harassment, control in relationships (including physical, emotional, sexual abuse in all teenage relationships, including groups - gangs). Skills / strategies to respond / access support	HE3		HE1 HE2 HE3 HE4	HE5	HE2 HE3 HE4
Online and media						
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	KS3 R35: Safe / responsible use of ICT (including management of own and others' personal data / images)	HE1 HE4	HE1 HE2 HE3 HE5	HE1 HE4	HE1 HE2 HE3 HE4 HE5 HE6	HE2 HE3
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	KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these	HE1 HE4	HE1 HE5	HE1 HE2 HE4	HE1 HE2 HE3 HE4 HE5 HE6	HE2 HE3
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	KS3 R38: how sharing of explicit images may constitute serious criminal offence KS3 R36: Having clear personal boundaries around private life, shared only with specific people, and if made public - understand right to privacy KS4 L8: legal and personal risks of sharing intimate images of others and strategies for managing these	HE1	HE1 HE5	HE1 HE2 HE4	HE1 HE5 HE6	HE2 HE3
What to do and where to get support to report material or manage issues online*	No specific coding at time of writing	HE1	HE1 HE5	HE1 HE2 HE4	HE1 HE5 HE6	HE2
The impact of viewing harmful content	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn KS4 R14: sex in the media / impact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)		HE1 HE5	HE1 HE2 HE4 HE5	HE1 HE3 HE5 HE6	HE2
That specifically sexually explicit material e.g. pornography 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 partner	KS3 R23: Portrayal / impact of sex in media and social media music videos, advertising / sexual images shared between youths, unrealistic relationships and sex in porn KS4 R14: sex in the media / impact on sexuality (porn, sexual ethics, consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism, feminism)		HE1 HE5	HE1 HE2 HE4 HE5	HE1 HE3 HE5 HE6	HE2
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	KS3 R38: when / how sharing of explicit images may be serious crime	HE1	HE1 HE5	HE1 HE3	HE5 HE6	HE2
how information and data is generated, collected, shared and used online	KS3 L17: Protecting own and others' reputations; r 'on-line presence': personal 'brand' how this can be enhanced or damaged	HE1	HE1 HE5	HE1 HE2 HE4	HE5 HE6	HE2
Being Safe						
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	KS3 R19: consent and law (legal age of consent for sexual activity, the legal definition, responsibility in law for the seeker of consent to ensure that consent given) KS4 R8: consent in relevant, age-appropriate contexts KS4 R3: Living together, marriage and civil partnerships are ways people demonstrate commitment each other - freely / without coercion KS4 R5: Recognise if relationship is unhealthy or abusive (including both emotional and physical abuse or violence including 'honour' based violence, forced marriage / rape). Strategies to manage / access support for self and others. KS4 R9: impact of domestic abuse (where to go for help and support)		HE1	HE1 HE2 HE4 HE5	HE2 HE3 HE4 HE5 HE6	HE2 HE3 HE4
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)	KS3 R20: seeking the consent / be sure that consent has been given; to assertively withhold or withdraw consent KS4 R15: seeking consent / respecting others' right to give, not give or withdraw consent for all types of sexual activity		HE1	HE1 HE2 HE4 HE5	HE2 HE3 HE4 HE5 HE6	HE2 HE3 HE4
Intimate and sexual relationships, including sexual health						
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	KS3 R5: strong feelings and emotions in relationships (inc sexual attraction) KS4 R2: traits / benefits of positive, strong, supportive, equal relationships		HE1 HE5	HE1 HE2 HE4 HE5	HE2 HE3 HE6	HE1 HE3 HE4 HE5
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	KS3 R15: Different levels of intimacy / consequences		HE1 HE5	HE1 HE2 HE4 HE5	HE2 HE3 HE6	HE1 HE3 HE4 HE5
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women - including menopause	KS4 R27: Fertility levels can vary; can be damaged by STIs and decrease with age		HE2 HE6			HE1
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	KS3 R30: Peer pressure / strategies to manage it; recognise 'group think' and strategies for managing it		HE1 HE5	HE1	HE2 HE3 HE6	HE1 HE2 HE4 HE5
That they have a choice to delay sex or to enjoy intimacy without sex	KS3 R16: respect the right not to have intimate relationships until ready KS3 R17: Readiness for sex and the benefits of delaying this KS4 R21: assess readiness for sex		HE1 HE5	HE1	HE2 HE3 HE6	HE3
The facts about the full range of contraceptive choices, efficacy and options available	KS3 R21: Contraception (condom pill, more) / communication / negotiation skills for contraceptive use in healthy relationships		HE1	HE1	HE2	HE1 HE5
The facts around pregnancy including miscarriage**			HE5		HE6	HE6
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)	KS4 R24: why parents choose to adopt/foster or to place children for adoption/fostering KS4 R25: abortion, current legal position / range of beliefs and opinions KS4 R26: help / support for unintended pregnancy, the possible physical and emotional reaction / responses - and where to go for accurate, impartial advice / support		HE5		HE6	HE1
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	access / correct use of contraception and emergency contraception, negotiating condom use		HE1 HE5	HE1 HE3 HE4		HE3
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	KS3 H12: How STIs are spread and that barrier contraceptives offer some protection against this		HE1	HE1		HE1
How the use of alcohol and drugs can lead to risky sexual behaviour	KS3 H28: personal and social risks and consequences of substance use / misuse KS4 R18: impact of drugs / alcohol on choices / sexual behaviour	HE5	HE5 HE6		HE2 HE3	HE3
How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	KS4 H6: access reliable sources of info, advice and support for all aspects of physical or mental health (including sexual health services)		HE5 HE6	HE6	HE2 HE3	HE3

