

# Personal Social Health and Economic Education Policy



**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 19<sup>TH</sup> October 2020

**Last reviewed on:** 16<sup>th</sup> September 2019

**Next review due by:** 19<sup>th</sup> October 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.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

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.

## 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**

PSHE is integrated across the whole school curriculum including whole school activities. In addition, pupils attend two discrete lessons of PSHE each week and elements of the programme are taught in other subjects e.g. in ICT lessons pupils will learn about keeping ourselves safe on line, sexting etc. Pupils also receive PSHE teaching within weekly tutorial topics, e.g. relationships and emotional wellbeing. Outside agencies are invited into the PSHE lessons to ensure pupils receive the most up to date information, e.g. Motiv8, the Wiltshire Drugs advisory service.

The PSHE programme will be delivered by a trained teacher using a variety of teaching methods and resources including video/film clips, discussions and external speakers. The PSHE teacher regularly updates their training, skills and knowledge and works closely with regional advisors. The PSHE programme is taught within the Teachers Standards guidance: teachers consistently demonstrate high standards of personal and professional conduct, showing tolerance of and respect for the rights of others, and ensuring their personal beliefs are not expressed in ways which break the law or exploit pupils. The PSHE teacher has regular supervision to discuss any concerns relating to the PSHE / RSE programme.

Pupils progress in PSHE will be reported through the school termly reports. The PSHE teacher, or a member of the Senior Leadership team, will contact the parents / carers of pupils to raise any concerns.

### **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

Ms Bev Tucker is the PSHE teacher responsible for the overall delivery of the PSHE programme. The Head Teacher works closely with the PSHE teacher to support with curriculum delivery and development.

#### **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

PSHE Policy

Anti-bullying Policy  
Equality and Diversity Policy  
Pupil Voice Policy  
Drug and Substance Misuse Policy  
Sex and Relationship Education Policy

Year/Stage 7,8, 9	Content Entry 3 PSHE –	Knowledge and Skills	Resources
Autumn 1	Emotional Wellbeing.	Be able to identify emotions and how to manage emotional experiences	
Autumn 2	RSE: Respectful relationships, including friendships	<p>Know about bullying</p> <p>Know about peer pressure</p> <p>Know that illness can be mental or physical</p> <p>RSE: 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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Keeping Myself Safe – Learning Curve Education</p> <p>Lets Fight it together, Cyber Bullying – Childnet International</p> <p>Dept for Children, schools and Families resources</p>
Spring 1	Personal Safety.	Know how to identify dangers in a variety of situations and how to avoid them.	
Spring 2	RSE: Online media	<p>Know about the extent and limitations of personal responsibilities for safety</p> <p>Know about the dangers to personal safety when using modern communication technology</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p>

	<p>Being safe</p>	<p>Know about an organization that provides advice on personal safety other than in the area of modern communication technology</p> <p>RSE: Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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 partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p> <p>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</p> <p>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)</p>	<p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>Suzy Lamplugh Trust resources</p> <p>MIND association Resources</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>
<p>Summer 1</p>	<p>Drug Education</p>	<p>Recognise why young people smoke and long/short term effects</p> <p>Recognise different illegal and non –illegal drugs issues relating to tobacco and alcohol Sex and Relationships</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>Motiv8 (Local drug advisory / education service)</p>

<p>Summer 2</p>	<p>Sex and Relationships. RSE: Families Intimate and sexual relationships, including sexual health</p>	<p>Understand about separation and divorce, relationships, organisations that can support. Assess the appropriateness of different kinds of contraception.</p> <p>Know how sexually transmitted infections can be prevented</p> <p>Know where to obtain professional advice on contraception.</p> <p>RSE: That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 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  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 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 The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women That there are a range of strategies for identifying and managing sexual pressure, including</p>	<p>Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources MIND association Resources Sexwise TV/ Film clips No Worries Programme LGBTQ whole school activities</p>
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	<p>understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behavior</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	
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Year/Stage 7,8, 9	Content Level 1 PSHE	Knowledge and Skills	Resources
Autumn 1	Drugs education.	Understand information relating to recommended alcohol intake limits	
Autumn 2	RSE: Being safe Online and media	<p>Understand problems associated with alcohol abuse</p> <p>Understand problems associated with tobacco abuse</p> <p>Know the dangers of the misuse of other legal drugs</p> <p>Know about the classification system for illegal drugs and how different drugs are classified into three classes.</p> <p>Know the health risks associated with the use of illegal drugs.</p> <p>Know the law is applied in respect of the possession and supply of illegal drugs</p> <p>RSE</p> <p>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</p> <p>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)</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Motiv8 (local drug advisory/ education service)</p> <p>Local No Worries clinic</p> <p>Keeping Myself Esafe – Learning Curve Education</p> <p>Dept for Children, schools and Families resources</p>

		<p>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 partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>	
Spring 1	<p>Sex and relationships education. RSE: Families Respectful relationships, including friendships Intimate and sexual relationships, including sexual health</p>	<p>Be able to recognise what constitutes good parenting./caring</p> <p>Understand the importance of relationships</p> <p>Understand why people get married</p> <p>Know what may cause relationships to break down</p> <p>Know about the work of an organisation that supports relationships in crisis.</p> <p>Understand the impact of separation or divorce on family life</p> <p>Assess the appropriateness of different kinds of contraception</p> <p>Know how sexually transmitted infections can be prevented</p> <p>Know where to obtain professional advice on contraception</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>
Spring 2		<p>RSE: That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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.</p>	

	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> <p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p>	
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		<p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>	
<p>Summer 1</p> <p>Summer 2</p>	<p>Healthy Lifestyles &amp; Making Informed Careers Choices</p>	<p>Outline the main constituents of a healthy diet and explain the importance of each. Outline the benefits to heart and lung efficiency of raising heart rate through regular exercise be able to investigate local opportunities for promoting physical well-being. know about a selection of health-related issues and how to access specialist support.</p> <p>Know how to apply the Danger Response Airway Breathing Circulation (DRABC) rule in relation to first aid.</p> <p>Be able to use sources to assist in career planning be able to research career requirements, and to produce a careers action plan.</p>	<p>School Careers Advisor</p> <p>DWP local careers advisor</p> <p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>Kudos – IT programme</p> <p>The Training Fox = First Aid service</p> <p>Defibrillator training</p>

Year/Stage 10	Content BTEC – Personal Growth and Wellbeing 2 year Course (Award, Certificate)	Knowledge and Skills	<i>Resources</i>
Autumn 1	1. Improving Physical Health and Wellbeing Identify factors that may influence physical health and wellbeing Plan a routine to show how to improve individual health and wellbeing	Demonstrate their understanding of physical health and well-being by identifying a range of factors that influence. They should then review their own personal routines and consider if and where improvements could be made. If more appropriate, they could produce a plan for another individual based on given lifestyle information explaining the suggested improvement advice.	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Mind Association resources
Autumn 2			
Spring 1	2. Understanding Emotional Wellbeing Understand the importance of sharing emotions and feelings with others	Be aware of situations affecting emotional well-being and the benefits of talking about these with others to find solutions.  RSE: Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  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  Not to provide material to others that they would not want shared further and not to share	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources
Spring 2			

	<p>B. Explore ways to help share personal feelings with others</p> <p>RSE:</p> <ul style="list-style-type: none"> <li>• Online and media</li> </ul>	<p>personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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 partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>	<p>Suzy Lamplugh Truset resources</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>
<p>Summer 1</p>	<p>3. Understanding the role of relationships in Social Health and Wellbeing</p> <p>A. Explore the benefits of different relationships</p> <p>B. Describe how personal skills can help form relationships</p> <p>RSE:</p> <p>Respectful relationships, including friendships</p> <p>Families</p>	<p>You will need to consider: • Types of relationships • The benefits of these relationships on your health and wellbeing • the personal skills that can be used to build and maintain effective relationships You will decide how to present your information in an appropriate format</p> <p>Recognise the benefits of social interaction and forming / maintaining personal relations. They should begin to explore types of relationships and know how to recognise those that are not fulfilling personal needs. They will then consider how their personal skills can aid the forming, maintaining and ending of relationships.</p> <p>RSE:</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p>	<p>Bespoke lesson plans</p> <p>Bespoke practical resources</p> <p>Power point presentations</p> <p>Relevant video clips</p> <p>Sort cards</p> <p>PSHE association resources</p> <p>Brooke Advisory Association resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>LGBTQ whole school activities</p>

		<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>	
<p>Summer 2</p>	<p>4. Understanding Sexual Health and Wellbeing Explore factors that help develop and</p>	<p>Your task is to provide information on healthy relationships. You will outline factors in relation to starting, developing and ending a relationship. You should include the influence on your emotional wellbeing and consider the different personal skills you need at relationship stages. You will be given a scenario and asked to present materials in using either audio, visual, pictorial format of your choice.</p> <p>Be aware of sexual health and how it contributes to personal well-being. They should consider</p>	<p>Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association</p>

	<p>maintain a healthy intimate relationship                  B. Outline how personal skills may influence relationships</p> <p>RSE:                  Intimate and sexual relationships, including sexual health                  Being safe</p>	<p>factors that help and hinder intimacy and the risks associated with this.</p> <p>RSE:                  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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> <p>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</p> <p>How people can actively communicate and recognise consent from others, including sexual</p>	<p>resources</p> <p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>Suzu Lamplugh Trust resources</p> <p>TV/ Film clips</p> <p>School nurse</p> <p>LGBTQ whole school activities</p>
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		consent, and how and when consent can be withdrawn (in all contexts, including online)	
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Year/Stage 11	Content BTEC – Personal Growth and Wellbeing 2 year Course (Certificate)	Knowledge and Skills	Resources
Autumn 1	1. Improving Physical Health and Wellbeing Identify factors that may influence physical health and wellbeing Plan a routine to show how to improve individual health and wellbeing	Demonstrate understanding of physical health and well-being by identifying a range of factors that influence. Review own personal routines and consider if and where improvements could be made. If more appropriate, pupils could produce a plan for another individual based on given lifestyle information explaining the suggested improvement advice.	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources Local No Worries service MIND association Resources Suzy Lamplugh Trust resources Sexwise TV/ Film clips
Autumn 2			
Spring 1	2. Understanding Emotional Wellbeing Understand the importance of sharing emotions and feelings with others	Be aware of situations affecting emotional well-being and the benefits of talking about these with others to find solutions.  RSE: That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered	Bespoke lesson plans Bespoke practical resources Power point presentations Relevant video clips Sort cards PSHE association resources Brooke Advisory Association resources
Spring 2			

	<p>Explore ways to help share personal feelings with others</p> <p>RSE: Families Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health</p>	<p>religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of</p>	<p>Local No Worries service</p> <p>MIND association Resources</p> <p>Sexwise</p> <p>TV/ Film clips</p> <p>Dept for Children, schools and families resources</p> <p>LGBTQ whole school activities</p>
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Summer 1	Revision and Exams	Completing gaps in portfolio, sitting exams, applying for college, jobs and courses	
Summer 2	Revision and Exams	Completing gaps in portfolio, sitting exams, applying for college, jobs and courses	