

SECKFORD EDUCATION TRUST

PSHE CURRICULUM BOOKLET





PSHE Impact Statement

Purpose of study

PSHE education at the Seckford Education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society. PSHE education can help the Trust to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Trust's statutory responsibility to promote students' well-being. In addition the learning provided through a comprehensive PSHE education provision is an essential to safeguarding students, as Ofsted has set out.

PSHE education equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims: the overarching aim for PSHE education is to provide students with:

- Accurate and relevant knowledge;
- Opportunities to turn that knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe and fulfilling, responsible and balanced lives.

Subject content

The four overlapping and linked 'Core Themes' (Myself and My Relationships, Healthy and Safer Lifestyles, Economic Wellbeing, Citizenship), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with students' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning.

It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. PSHE education should respect and take account of students' prior learning and experiences. Programmes of study should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the academy. PSHE education should be taught through a spiral program, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening students' thinking.

PSHE education prepares students for both their futures and their present day-to-day lives. It is essential that students have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives.

PSHE education has a rich body of knowledge taught through topics. Students need to 'know about...', 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills as set out below.

The Seckford Education Trust works with the Cambridgeshire PSHE Service and below is the Personal Development Framework with details of each of the topics relating to the four 'Core themes'.

SET PERSONAL DEVELOPMENT FRAMEWORK

Myself and My Relationships - Key Stages 3 & 4

HEALTH AND EMOTIONAL WELLBEING 1 <ul style="list-style-type: none">How do I recognise and express different emotions in myself and others? H-MWHow are my emotional responses changing and developing? H-CABWhy is it important to be able to express and manage my emotions and how can I develop the necessary vocabulary? H-MWHow do I manage strong emotions and stress? H-MWHow do I see myself, and how do I think others see me? H-MWWhat are my personal strengths? H-MWWhat circumstances might affect my self esteem and in what ways? H-MWWhat can I do to build my own resilience? H-MWHow can I respond positively to challenges and disappointment? H-MWHow do I learn to accept helpful feedback and to reject unhelpful criticism? H-MWWho is in my network of support and how has it changed and developed? R-RRWhat stops me seeking support and what would help me to ask? R-FHow do I know that other people care about me? R-RR	<div>Naming & scaling emotions</div> <div>Empathy</div> <div>Recognising & managing stress</div> <div>Self image</div> <div>Confidence</div> <div>Growth mindset</div> <div>Protective factors</div> <div>Trust</div> <div>Listening skills</div> <div>Communication skills</div> <div>Assertiveness</div> <div>Responsibility</div>	HEALTH AND EMOTIONAL WELLBEING 2 <ul style="list-style-type: none">What do we mean by mental health and wellbeing and what are the early signs of mental health issues? H-MWHow might we recognise mental health conditions or symptoms of poor mental health? H-MWDo my friends, family and the media make me feel positive about my body? H-ISWhat is an eating disorder and how can it be identified? H-HEHow do I recognise, and if necessary challenge, my core values And how do they influence my choices? H-MWHow has my own sense of identity changed? H-MWHow can I ensure I maintain or regain a positive sense of self and what influences my self-image? H-MWHow do people understand gender as part of their identity? R-RRWhat are the protective and risk factors for mental health? H-MWHow does my brain work and how does this link to my mental health and emotions? H-MWWhat support is available for different mental health issues? H-MWWhat are the qualities of someone I can trust? R-RRWhat people and services can I access to support my mental health and how can I identify the most appropriate for me? R-ISR	<div>Mental health</div> <div>Depression Anxiety</div> <div>Body image</div> <div>Gender identity Self harm</div> <div>Stigma & discrimination</div> <div>Media influence Valuing diversity Criticism</div> <div>Peer influence</div> <div>School-based support</div> <div>Online support Local, voluntary organisations</div> <div>GP & other health services</div>	HEALTH AND EMOTIONAL WELLBEING 3 <ul style="list-style-type: none">What strategies do I have for managing my mental health and emotional wellbeing? H-MWHow do I relate to someone with mental health concerns? R-ISRHow are mental health conditions and learning difficulties different and how might they interact for individuals? H-MWHow does feeling connected to friends, family and social groups affect my mental health? H-MWHow does the media influence our views of our own and other people's mental health? H-MWWhat are my habits regarding use of technology and how do these affect my mental health? H-MWWhy do people self harm? H-MWHow can I reduce risks to my mental health and increase protective factors? H-MWWhat barriers prevent me from talking to people and asking for help with my mental health? H-MWHow can I support others with their mental health and when should I refer to an adult? R-ISRWhat impact can body image have on mental health? H-MWHow can I manage my emotions in the context of my life now? H-MW	<div>Confidence</div> <div>Resilience</div> <div>Criticism</div> <div>Social networking</div> <div>Technology habits</div> <div>Eating disorders Stigma</div> <div>Discrimination</div> <div>Mindfulness</div>
HEALTHY RELATIONSHIPS (INCLUDING ANTI-BULLYING) 1 <ul style="list-style-type: none">How are my friendships and family relationships changing? R-RRHow do strong communication skills help me to build and maintain relationships? R-RRHow do I connect with people and what is the role of social media and technology in my relationships? R-OMHow do my relationships impact on my self-esteem and wellbeing? H-MWWho is in my family and how are other families different? R-FWhat are the qualities of positive and healthy relationships? R-RRWhat causes conflict in relationships and how do we manage this safely? R-RRHow does my behaviour impact on the wellbeing of others? R-RRCan I recognise and challenge different forms of bullying, including online bullying? R-RRCan I recognise and challenge sexist, homophobic, biphobic, transphobic and disablist language and behaviour? R-RRDo I understand how peer groups may encourage or challenge bullying? R-RRDo I have the skills and strategies to respond to bullying and seek support where necessary for myself and others? R-RRWhat is the impact of bullying on physical and emotional wellbeing? R-RR	<div>Social, emotional awareness & skills</div> <div>Empathy</div> <div>Mutual respect</div> <div>Social media</div> <div>Trust & honesty</div> <div>Peer influence</div> <div>Persuasion & coercion</div> <div>Imbalance of power</div> <div>Equalities Act</div> <div>Stereotyping</div> <div>Discrimination</div> <div>Prejudice related bullying</div> <div>Assertiveness Collusion</div> <div>Sources of support</div> <div>Role of bystanders</div>	HEALTHY RELATIONSHIPS (INCLUDING ANTI-BULLYING) 2 <ul style="list-style-type: none">How should families, in their varied forms, support the wellbeing and happiness of all their members? R-FCan I form and maintain positive relationships and recognise when negative relationships might need to change or end? R-RRHow well equipped am I to understand others and their needs, to show respect and to value different views and beliefs? R-RRCan I manage the emotional aspects of relationships? H-MWHow does social media enhance my relationships and when might it be detrimental? H-ISHow do media portrayals of relationships reflect and influence real life? H-ISWhat are the roles and responsibilities of parent/carers and other family members? R-FHow might people behave in an unhealthy relationship? R-RRCan I recognise when others use persuasion or coercion and how might I respond? R-RRWhat are sexual harassment/violence and what impact can they have? R-RRHow do unchallenged gender and sexual stereotypes make sexual harassment and violence more likely? R-RRWhat are the common and specific characteristics of different forms of bullying? R-RRWhat are the features of online bullying and how can I respond? H-ISWhat are my responsibilities as a bystander to bullying? R-RRHow can we respond to bullying in the local community? R-RR	<div>Friendship groups, cliques & gangs</div> <div>Support networks</div> <div>Forms of bullying</div> <div>Imbalance of power</div> <div>Sexual harassment</div> <div>Resisting & responding to bullying</div> <div>Bullying & the law</div> <div>Online bullying</div> <div>Pressures & influences</div> <div>Hate Crime</div>	HEALTHY RELATIONSHIPS (INCLUDING ANTI-BULLYING) 3 <ul style="list-style-type: none">How are my relationships changing and what are my new roles and responsibilities within them? R-RRHow can I identify and manage some of the influences and pressures on my relationships? R-RRHow do I interact with people differently online or in person? R-OMAre some of my relationships only online and what are the nature of these? R-ISHow successful am I in managing relationship demands from family and friends? R-FWhat new demands will be placed on my skill to build and maintain relationships as I become more independent? R-RRWhat constitutes an unhealthy relationship and what role does the imbalance of power play? R-FWhat is emotional and physical abuse in adult and teenage relationships and how can people respond? R-RRHow do I select appropriate help when experiencing relationship difficulties? R-ISRWhy do people join gangs and what are the risks posed by gangs for individuals, families and communities? H-MWWhat might motivate someone to carry an offensive weapon and what are the consequences? C-4Do I understand my own and others' attitudes to bullying and its impact on people's feelings and behaviour? R-RRCan I recognise and respond to bullying and harassment, whether I am involved or a witness? R-RRIn what new contexts could I experience bullying as I become more independent and how could I respond? R-RR	<div>Parenting & families</div> <div>Intimate relationships</div> <div>Physical, sexual & emotional abuse</div> <div>Sexual harassment & bullying</div> <div>Exploitation</div> <div>Persuasion/Coercion</div> <div>Grooming</div> <div>Domestic abuse</div> <div>Honour-based violence</div> <div>Forced Marriage</div> <div>Non-consensual behaviour</div> <div>Culture specific abuse</div> <div>Teenage relationship abuse</div> <div>Statutory & voluntary support organisations</div> <div>Definitions of bullying</div> <div>Bullying & the law</div> <div>Sexting</div> <div>Prevent</div>

SET PERSONAL DEVELOPMENT FRAMEWORK

Healthy and Safer Lifestyles - Key Stages 3 & 4

<div>RELATIONSHIPS AND SEX EDUCATION 1</div> <div><div><div><div><div>What are the reasons some people want to have a partner? R-ISR</div><div>Why do different people have different expectations from relationships? R-ISR</div><div>What are the features of positive relationships, including partners? R-ISR</div><div>How does technology affect my relationships? R-OM</div><div>Why do people decide to get married, become civil partners or form stable long-term partnerships? R-ISR</div><div>Do I need any more information about my body, brain, emotions and relationships during puberty? H-CAB</div><div>What are the myths and facts about masturbation? H-CAB</div><div>How do I feel about my growing and changing body and why is positive body image important? H-CAB</div><div>How is my view of my body influenced and how can I maintain a positive body image? H-I</div><div>How and why does the media create artificial and idealised views of the body? H-I</div><div>What do I understand by the term 'sexuality' and how do I show respect? R-ISR</div><div>How do people show they love each other? R-RR</div><div>How do people feel about HIV/AIDS and what are attitudes to people who are HIV positive? R-ISR</div><div>What is a 'sexual image', why might someone share one and what are the risks? R-OM</div><div>Do I understand the law about sharing sexual images of people under 18? R-OM</div><div>How do I feel about physical contact with my peers and others and how can I give and get enthusiastic consent? R-BS</div><div>Do I understand the legal age of sexual consent, marriage and civil partnerships? R-BS</div><div>Why and how might people apply pressure to engage in intimate or sexual activity? R-ISR</div><div>How has my need for privacy changed? H-CAB</div><div>How and when do I express my rights over my own body? R-BS</div><div>In what ways am I responsible for my personal hygiene? H-HP</div><div>How does poor personal hygiene affect me and my friends? H-HP</div><div>What is the importance and purpose of immunisation and vaccination? H-HP</div><div>Which infections can be spread by sexual activity? R-ISR</div><div>How do condoms work to prevent pregnancy and the spread of STIs? R-ISR</div><div>Can I identify sources of reliable information about relationships, my body and intimacy? R-ISR</div></div><div><div>Changing relationships</div><div>Trust & honesty</div><div>Mutual respect</div><div>Gender differences</div><div>LGBTQ</div><div>Marriage, partnerships & family</div><div>Puberty</div><div>Masturbation</div><div>Media & technology</div><div>Body image</div><div>Diversity</div><div>Love Prejudice</div><div>Sexting Consent</div><div>Personal Hygiene</div><div>STIs, HIV/AIDS</div><div>Condoms</div><div>Reliability of friends</div><div>Privacy & confidentiality</div><div>FGM</div></div></div></div></div>	<div>RELATIONSHIPS AND SEX EDUCATION 2</div> <div><div><div><div>Can I communicate sensitively about making and breaking relationships? R-RR</div><div>What attitudes do people have towards menstruation and how can people support menstrual wellbeing? H-CAB</div><div>How are different aspects of puberty affecting my relationships and physical and emotional wellbeing? H-CAB</div><div>What are grooming, coercion and sexual abuse and how might they affect a person and their current and future relationships? R-BS</div><div>What civil and religious ceremonies and procedures mark marriage, civil partnerships and cohabitation and what is their legal status? R-F</div><div>What are the responsibilities of parents and carers for teenaged children? R-F</div><div>Do I understand the physical and emotional effects of sexual excitement? R-ISR</div><div>Why do some people access pornography and does it give reliable information? R-OM</div><div>How can pornography affect real relationships? R-OM</div><div>What are the social norms of sexual activity amongst my peers and how do my perceptions influence my choices? R-ISR</div><div>What do I understand about sexual attraction, love and trust and can I communicate about these feelings? R-ISR</div><div>How will I know if I want or feel ready for an intimate, sexual relationship and how will I communicate about this? R-ISR</div><div>Do I understand the physical and emotional benefits and risks of trusting, respectful, intimate relationships? R-ISR</div><div>Which technology safety rules are of special importance in intimate relationships? R-OM</div><div>Do I understand that consent must always be actively sought and then freely given, without coercion, manipulation or threat, and that consent can always be withdrawn in intimate situations? R-BS</div><div>Which sexual behaviours pose greater risks for transmission of STIs and HIV/AIDS? R-ISR</div><div>What are the key principles of safer sex for people of all sexualities? R-ISR</div><div>What do I understand about different forms of contraception and their effectiveness? R-ISR</div><div>What are the prevalence and causes of miscarriage and how do they affect people? R-ISR</div><div>Can I identify trusted sources of support and provision of services for contraception and sexual health? R-ISR</div></div><div><div>Negotiation</div><div>Anticipating sexual relationships</div><div>Delay until ready</div><div>Coercion</div><div>Forced marriage</div><div>Parenting teenagers</div><div>Physical & emotional effects of sex</div><div>Pornography</div><div>Social norms</div><div>Personal morality</div><div>Sexual orientation</div><div>LGBTQ</div><div>Giving, withdrawing & refusing consent</div><div>Risky sexual behaviours</div><div>Contraception</div><div>Sources of support</div><div>E-safety</div><div>FGM</div></div></div></div>	<div>RELATIONSHIPS AND SEX EDUCATION 3</div> <div><div><div><div>How can I delay sexual intimacy until I am sure I am ready? R-ISR</div><div>What skills may I need to communicate confidently about intimacy, sexual relationships and contraception? R-BS</div><div>How may mental health be affected positively and negatively by intimate relationships? R-ISR</div><div>What effects does my body image have on my choices and behaviour? H-CAB</div><div>How can I support myself and others to develop a positive body image? H-CAB</div><div>How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others? R-ISR</div><div>What are characteristics of abusive/exploitative intimate relationships? R-ISR</div><div>What is domestic abuse and its consequences for families? R-BS</div><div>What are the experiences of young parents? R-F</div><div>What are the experiences of families who have adopted or fostered? R-F</div><div>How do lifestyle choices affect fertility, reproductive health and the development of a foetus? R-ISR</div><div>How does fertility change over a lifetime? R-ISR</div><div>Why do people choose cosmetic or aesthetic procedures and what are the benefits/risks? H-IS</div><div>How might media portrayals of sex, including pornography, influence views on gender, sexual pleasure, power, sexual norms and respect? R-OM</div><div>What are the terms for describing different sexual and gender identities and how should we show respect? R-RR</div><div>What are my attitudes about sexual relationships, marriage and abortion and what are the views of different faiths/cultures? R-F</div><div>How does the use of alcohol and drugs affect decision making and personal safety in intimate relationships? R-ISR</div><div>What are the possible features of a consensual sexual relationship? R-ISR</div><div>Do I understand the law about rape and consequences for perpetrators? R-BS</div><div>What are honour-based violence and forced marriage, who might be at risk and how can people get support? R-F</div><div>How will health care professionals treat my personal information? R-ISR</div><div>What are the short and long term effects of STI's and how are they treated? R-ISR</div><div>How can good sexual health for people of all sexualities be maintained through safer sex and regular testing?</div><div>What are the options and their possible consequences when a pregnancy is unwanted? R-ISR</div><div>Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them? R-ISR</div></div><div><div>Sexual attraction</div><div>Sexualities</div><div>Asexuality</div><div>Non-binary gender</div><div>Trans/cis gender</div><div>Abortion</div><div>Honour-based violence</div><div>Forced marriage</div><div>Alcohol, drugs & sex</div><div>Consent Rape</div><div>Victim blaming</div><div>Abortion</div><div>Confidentiality</div><div>Sexual health clinics</div><div>Criminal convictions</div></div></div></div>
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HEALTHY LIFESTYLES 1

- What is a balanced diet and what are its benefits? H-HE
- What are the risks associated with being over and under weight? H-HE
- What are the benefits of eating more healthily and the possible risks of extreme dieting? H-HE
- What is exercise and how does it contribute to physical health? H-PHF
- How do I keep my heart healthy and why is it important now? H-PHF
- How are nutrition and physical activity linked? H-PHF
- What factors contribute to my health profile? H-PHF
- How can I use my leisure time to promote good physical and mental health? H-MVW
- What sort of exercise can I do and what do I enjoy and how does this support my mental wellbeing? H-PHF
- Why is sleep important for my body and how much do I need? H-HP
- What can I do to relax and sleep well? H-HP
- What influences me in making decisions which affect my health? H-PHF
- What is organ donation and how do I feel about it? H-PHF
- How and why do people give blood? H-PHF
- How can I take responsibility for my own health? H-PHF
- How confident do I feel about making positive decisions about my health? H-PHF
- How effective are my dental health routines? H-HP

- Eatwell guide
- Nutrition & energy
- Weight management
- Exercise
- Health indicators
- Sleep & relaxation
- Mental & emotional wellbeing
- Accessibility & enjoyment
- Leisure use
- Work/life balance
- Media influence
- Peer influence

HEALTHY LIFESTYLES 2

- To what extent am I in control of my physical health and how does this support my mental wellbeing? H-PHF
- What is cancer and how might lifestyle choices prevent it occurring in adults? H-HP
- What do I know about teenage and young adult cancers? H-HP
- Do I have the knowledge, skills and attitudes to keep myself safe in the sun? H-HP
- What are the obstacles to making healthy choices about exercise and nutrition and how might I overcome these? H-HP
- How can my consumption of media and use of technology affect my physical and mental health? H-MVW
- Do I know how and where to access the support I might need to make healthier decisions? R-F
- What information do I need to make positive choices about my health? H-HP
- What are the attitudes of different groups to organ donation and related legislation? H-PHF
- How can I prevent the spread of infections? H-HP
- How can I enhance the quality of my sleep? H-HP
- How does high quality sleep enable me to cope better during periods of stress and challenge? H-HP

- Personal Responsibility
- Cancer prevention
- Sun safety
- Overcoming obstacles to health
- Screen time
- Technology in sport
- Food allergies & intolerances
- Asthma
- Diabetes

HEALTHY LIFESTYLES 3

- How can I make informed, positive choices to protect, check and maintain my own physical and mental health? H-HP
- What knowledge and skills do I need to judge commercial or media messages about healthy eating? H-HE
- How can I check for signs of illness and what should I do if I feel unwell? H-HP
- What are the potential risks and benefits of personal lifestyle choices and is there a possible impact on relationships, safety and wellbeing? H-PHF
- What are my attitudes and feelings towards health risks and how can I manage these? H-PHF
- What are alternative therapies and how do I judge whether might they suit me? H-PHF
- How may donating blood, organs stem cells etc benefit both donor and the recipient? H-PHF
- To what extent do I achieve a balanced, healthy lifestyle? H-PHF
- How are different types of infections treated and how effective are these treatments? H-HP
- How do I maintain or improve my dental health as I become more independent? H-HP

- Personal fitness & balanced diet
- Prevention of poor health
- Self-health assessment
- Self-examination of testicles & breasts
- Mental health
- Local health services
- Sun safety
- Work/life balance

DRUG AND ALCOHOL EDUCATION 1

- What more do I need to know about the effects of alcohol, tobacco, volatile substances, cannabis and other illegal drugs on the brain and body? H-DAT
- What are the positive and negative roles of drugs in my community and wider society? H-DAT
- How do I decide when to use medicines? H-DAT
- How do I use prescribed drugs and over the counter medicines safely? H-DAT
- What are e-cigarettes and how are they marketed and used? H-DAT
- What are my personal attitudes and values about drug use, drug users and the law? H-DAT
- What are my perceptions of my peers’ levels of drug use? H-DAT
- How might the use of alcohol and other drugs affect my relationships with family and friends? H-DAT
- Do I have some basic skills in first aid? H-BFA
- How and when might I need to put someone in the recovery position? H-BFA
- What are defibrillators and when might one be needed? H-BFA
- Do I know where to go for support and are there any barriers which would prevent me from accessing it? H-DAT

- Medicines
- Alcohol
- Tobacco
- Passive smoking
- Volatile Substance
- Cannabis
- Illegal drugs
- E-cigarettes
- Attitudes to people who use drugs
- Social norms
- Media
- Peer influence
- Social risks
- Medicines
- Abstention/ Delay
- Personal safety
- Basic first aid
- CPR (Cardio-pulmonary resuscitation)

DRUG AND ALCOHOL EDUCATION 2

- What more do I need to understand about alcohol, tobacco, illegal substances and new psychoactive substances? H-DAT
- What are the risks of experimental or occasional drug use? H-DAT
- What are the benefits of not drinking alcohol? H-DAT
- What are the effects of second-hand smoke? H-DAT
- What is the place of drug use in my lifestyle and how might this change?
- Are my attitudes to drug and drug users changing? H-DAT
- How do the views of peers, family and others in the community affect my attitudes? H-DAT
- When might I be influenced or feel pressure to use alcohol and drugs? H-DAT
- How might the use of alcohol and drugs affect my decision making and personal safety? R-ISR
- How does alcohol affect my ability to give or get consent? R-ISR
- How might alcohol or drug use positively or negatively affect a friendship group? H-DAT
- Do I have an understanding of first aid skills in relation to drugs and alcohol? H-BFA
- How do I administer CPR and when might it be needed? H-BFA
- Do I have some strategies to keep myself and others safer if using alcohol? H-DAT
- How can I recognise and reduce risks? H-DAT
- What skills do I have to offer support about drugs and alcohol to friends in need? R-F

- New psychoactive substances (legal highs)
- Changing attitudes
- Responses to pressure/ influence
- Establishing peer group identity
- Risk reduction
- Managing alcohol use
- Local services
- Reliability of advice sources
- Consent

DRUG AND ALCOHOL EDUCATION 3

- What effect have changing tobacco control laws had over time? H-DAT
- What do the terms ‘habit’, ‘addiction’ and ‘dependence’ mean in relation to different drugs? H-DAT
- What do different people think about the legal status of drugs? H-DAT
- When might tobacco or alcohol be on sale illegally and what are the risks? H-DAT
- What are the possible consequences of drug use and supply for me and my community? H-DAT
- What are the possible consequences of drink-driving and which laws prevent it? H-DAT
- Are my attitudes towards my peers changing in relation to their choices around drugs and alcohol? R-F
- How might use of drugs or alcohol affect my future options? H-DAT
- How do the media and my social networks influence my views about drugs and drug users? R-F
- What are the implications of alcohol and drug use for intimate/sexual relationships? R-ISR
- What are the risks to my personal safety if I use alcohol to excess and how are different people affected? H-DAT
- What are the risks of sharing posts about drug and alcohol related behaviour on social media? R-OM
- Do I have the skills I need to access local services independently and what should I expect from them? H-DAT
- Where are defibrillators located in my community and what skills do I need to use one? H-BFA

- Public health
- Legal status of drugs
- Illicit alcohol & tobacco sales
- Drink driving
- Consequences of criminal convictions
- Social media
- Alcohol & intimate relationships
- Gender differences
- Independent access to health services
- Confidentiality

SAFETY AND RISK 1

- Do I understand the idea of positive and negative risk online and offline? H-MW
- How can I recognise and reduce negative risk and minimise harm, both online and offline? R-OM
- What are the early warning signs that I feel uncomfortable or unsafe online and offline? R-RR
- How can I get help in emergency and risky situations, online And offline? R-OM
- How do peers influence me when I make decisions about risks and challenges? R-F
- What new skills do I need to maintain personal safety, now I am more independent? R-F
- Do I understand that I have rights over my own body and can I express these clearly? R-BS
- What is Female Genital Mutilation? R-BS
- Who might be at risk of FGM and how can they get support? R-BS
- What is abuse and where can I ask for help for myself or others? R-BS
- What is the role of social media and technology in my relationships? H-IS
- What is my digital footprint and how does it affect my online experiences? R-OM
- What strategies do I have for managing risks and challenges for myself and others, online and offline? R-OM
- *Why are 11-12 year old pedestrians the most at risk of being killed or injured on the roads?*
- *How can I keep myself safe when I am using the roads, now I am making more independent journeys?*
- *What are the risks near railways and how can I keep myself safe?*

- Risk assessment & reduction
- Emotional dimensions of risk taking
- Peer influences
- Abuse
- FGM
- Road safety
- Rail safety
- Online safety
- Sexting
- Criminal responsibility
- Sources of support

SAFETY AND RISK 2

- When might I decide to take an online or offline risk on purpose? R-OM
- How can I ensure that I have made an informed decision when it comes to online or offline risk taking? R-OM
- Why are young people more likely to take risks which end in physical harm than other groups? R-RR
- How do bullying and exploitative relationships affect people's ability to keep themselves safe? R-RR
- What is sexual exploitation? Who is at risk and what can I do to help? R-RR
- What new contexts am I experiencing online and how can I keep myself safe? H-IS
- How do I evaluate the reliability and factual accuracy of information I access online? H-IS
- When might I choose not to follow online safety guidelines and why? R-OM
- What information and data is held about me on line, what are my rights and how does this affect me? R-OM
- How might the use of alcohol and drugs affect my personal safety? H-DAT
- What are the benefits of cycling and how can the risks for cyclists be reduced? H-MW
- What are the benefits of swimming and what should I do to keep myself safe near water? H-MW
- *How can the inappropriate use of mobile phones contribute to accidents?*
- *How have my knowledge, skills and attitudes to road safety changed, now I am making more independent journeys?*

- Facing challenge positively
- Healthy & unhealthy relationships
- Consent
- Sexual exploitation
- Reducing risks with alcohol
- Online safety
- Coercion
- Grooming
- Pornography
- Prevent exploitative relationships
- Gangs
- Legal consequences of risk taking behaviour
- Water safety
- Safer cycling
- Local danger points
- Sources of support

SAFETY AND RISK 3

- Can I evaluate information and how does this inform my decision making in risky situations? H-IS
- How do my levels of assertiveness and my relationships affect choices in risky and challenging situations? R-BS
- What strategies do I have for keeping myself safe when other people's decisions/behaviour put me at risk online or offline? R-OM
- What skills do I need to maintain personal safety in situations where I am newly independent? R-BS
- How can I manage unwanted attention, including sexual harassment? R-RR
- What are emotional and physical abuse in relationships and families, and how can people respond? R-BS
- What are the benefits of social media and technologies for me and my relationships and what are the possible risks to my personal safety and mental health? H-MW
- How might exposure to violent imagery affect my personal safety and behaviour? R-OM
- When might someone choose not to follow online safety guidelines and how can I support others? R-OM
- Can I manage the legal and personal risks when being asked for or sharing intimate images of myself or others? R-OM
- How might people use technology to bully, groom, abuse or radicalise others? H-IS
- How do I evaluate the reliability and factual accuracy of online information and how should I respond? R-F
- *What are my considerations as I make new, independent journeys on the roads?*
- *What are the risks associated with young drivers and what do I need to consider before becoming a passenger?*
- *How can I act to prevent fires at home and elsewhere?*

- Informed risk taking
- Abusive & exploitative relationships
- Sexual harassment & exploitation
- Imbalance of power
- Emotional & physical abuse
- Trafficking
- Domestic violence
- Implications of drug/alcohol use
- Pressure & influence
- Online safety & sexting
- Radicalisation & Prevent
- Sources of support
- Planning new journeys
- Awareness of issues for young drivers
- Fire safety

R- = Relationships and Sex Education F=Families RR=Respectful Relationships including friendships OM=Online and Media BS=Being Safe ISR=Intimate and Sexual Relationships including sexual health (italic font = no statutory link)
H- = Health Education MW=Mental Wellbeing IS=Internet Safety and Harms PHF=Physical Health and Fitness HE=Healthy Eating DAT=Drugs, Alcohol and Tobacco HP=Health and Prevention BFA=Basic First Aid CAB=Changing Adolescent Body

SET PERSONAL DEVELOPMENT FRAMEWORK

Economic Wellbeing - Key Stages 3 & 4

<p>CAREERS AND EMPLOYABILITY 1</p> <ul style="list-style-type: none"> • What are the skills I need to be an effective team worker? R-RR • How can I set realistic and challenging personal goals? • How can I make progress, raise my achievement and improve my wellbeing? • How can I prepare and present myself well when going through a selection process? • What are my personal strengths, interests, skills and qualities and how do they contribute to my future employability? • What are my preferred styles of learning? • What are my rights to opportunities in learning and work? • What different types of work are there, including employment, self employment and voluntary work? • How can I recognise and challenge stereotypes in relation to the world of work? R-RR 	<ul style="list-style-type: none"> Objective setting & outcome planning Cooperation Negotiation & compromise Managing setbacks Selection processes/ interviews Learning & work opportunities Study & research skills Organisation and presentation skills Active listening Giving & receiving constructive feedback Assertiveness Learning styles Growth mindset Personal strengths & interests Future employability Stereotyping & discrimination Job satisfaction 	<p>CAREERS AND EMPLOYABILITY 2</p> <ul style="list-style-type: none"> • What skills and qualities do I need to engage in enterprise? • What are the benefits of being ambitious and enterprising in all aspects of life? • What are the laws relating to my current permitted hours and types of employment? • How can health and safety risks be minimised in my employment? • Why is it important to protect my own and others' reputations, and how can I protect my online presence? R-OM • What is a career? • What local and national employment opportunities are there for me now and in the future? • What are the choices available to me at the end of KS3? • What are my aspirations and career ideas? • How can I manage the decision making process and how can I access information and guidance? 	<ul style="list-style-type: none"> Opportunity Managing risk Marketing Productivity Quality, cash flow & profit Young people's employment Employment Self-employment Voluntary work Labour market Learning options Personal brand Progression routes Sources of information & support 	<p>RELATIONSHIPS AND SEX EDUCATION 3</p> <ul style="list-style-type: none"> • What are my own personal strengths, areas for development, experiences and achievements, and how can I use this information to inform my personal target setting and career plans? • How are my interests, skills and qualities changing and what might this mean for future employment? • What are my career progression opportunities in education, training and employment? • What sort of qualifications and volunteering experience would support my future goals and aspirations? • What are the current patterns of employment and how might these change over time? • What are my rights, responsibilities, attitudes and values in relation to work and enterprise? • What are the roles and responsibilities of employers and unions? • What is discrimination and harassment and how might I challenge this in the workplace and the wider community? R-RR • What is workplace confidentiality, when should it be kept and when might it need to be broken? R-RR • What are different types of businesses, how are they organised and financed, and how do they measure success? • How can I maximise my chances when applying for education or employment opportunities? • How can I learn from my mistakes in relation to education and employment? • How can I access reliable, relevant, accurate and useful information about post-16 learning pathways and work? 	<ul style="list-style-type: none"> Target setting Study & employability skills Work experience opportunities Workplace rights, responsibilities & confidentiality Aspirations Labour markets & employment patterns Enterprise skills Customer service Corporate & brand image Progression routes & pathways CVs & personal statements Online presence Project planning Interview preparation Information, advice & guidance
<p>FINANCIAL CAPABILITY 1</p> <ul style="list-style-type: none"> • How can I look after my own money on a daily basis? C-3 • How and why should I save? C-3 • What knowledge and skills do I need now to manage my finances? C-3 • How do people manage a budget for a family or a small business? C-3 • What positive and negative risks are involved in making financial decisions? C-3 • How can I keep my card details, PIN and identity safe? C-3 • What is the emotional and financial impact of fraud? C-3 • When might I need to seek help or advice about managing money? C-3 • What do I understand about different types of economy: local, national and global? • How do my personal financial choices affect myself and others, nationally and globally? C-3 • What are my rights and responsibilities as a consumer? C-3 	<ul style="list-style-type: none"> Personal budgeting Savings Family budgeting Business finance Personal financial records Bank accounts Investment & risk Secure transactions Fraud & identity theft Information & guidance Terms & conditions Savings & interest Stress Consumer practice Economies Social & moral dilemmas 	<p>FINANCIAL CAPABILITY 2</p> <ul style="list-style-type: none"> • How can I gauge good value for money? C-3 • Why is value for money different for different people? C-3 • What sort of financial products might I need now and in the future? C-4 • Why might I need or want to borrow money? C-3 • What are the different options for spending and borrowing money? C-3 • What is debt and how can I manage it? C-4 • What is gambling and why might people choose to do it? • How does the gambling industry encourage gambling? • Why might people take decisions to borrow money? C-4 • What means are used to influence my spending and saving decisions? C-3 • How might my emotions drive my financial decisions? C-3 • What personal or economic changes might affect my financial decisions? C-3 • What is taxation and how is it raised and used? C-4 • What is a charity and how is it funded? 	<ul style="list-style-type: none"> Credit & debit cards Comparing overall 'value' of goods & services Financial products Fair trade Personal preferences & attitudes Insurance Different forms of gambling Media influence Peer influence Making responsible choices Resisting unwanted pressure Managing financial change Taxation Charitable organisations 	<p>FINANCIAL CAPABILITY 3</p> <ul style="list-style-type: none"> • How is public money raised and spent? C-4 • What are the current influences on my financial decisions and how can I recognise and manage them? C-4 • What are my consumer rights and how can I assert these? C-4 • What might be the wider impact of my purchasing choices? C-4 • What does it mean to be a critical consumer of goods and services? C-4 • How might my post-16 choices impact on my finances? C-4 • What services and tools might help me to manage my finances and how do I ensure my information remains secure? R-OM • How can I make long term financial plans and how might changes in the economic environment have an impact? C-4 • How might a criminal conviction impact on someone's ability to obtain a mortgage or buy insurance? C-4 • What other lifestyles decisions could affect my financial choices? C-4 • What support is available for financial decision making and concerns? C-4 • How would I identify an exploitative money lender? C-4 • What are interest rates? C-4 • What support is available for those who get into debt? C-4 • What are benefits and how do they affect people? C-4 	<ul style="list-style-type: none"> Income & expenditure Taxation Credit & debt Risk management Gambling Secure financial transactions Insurance Mortgage Consumer rights Savings & pensions Financial products & services Social & moral dilemmas
<p>C-3= Citizenship statutory at KS3 C-4= Citizenship statutory at KS4 R-RR = RSE, Respectful Relationships R-OM = RSE, Online and Media, H-IS= Health, Internet Safety and Harms (Italic font=no statutory link)</p>					

SET PERSONAL DEVELOPMENT FRAMEWORK

Citizenship - Key Stages 3 & 4

<h3>RIGHTS AND RESPONSIBILITIES 1</h3> <ul style="list-style-type: none"> What is the difference between wants, needs and rights? C-3 What rights do young people have in society and what protectsthose rights? C-3 What rules and responsibilities are there at home? R-F How are young people's responsibilities different in differentfamilies? R-F What rules apply in my school, why are they in place and howare they decided? R-RR What responsibilities do I and others have in school? R-RR How do I balance my rights and responsibilities and the need forrules? R-RR How are laws important in maintaining order and resolving conflict in the community? C-3 What are human rights and the rights of the child? C-4 <div> <p>Rights of the child</p> <p>Responsibilities Rules</p> <p>The law</p> <p>Localities</p> <p>Policies</p> <p>Communities</p> <p>Young carers</p> <p>discrimination</p> <p>Job satisfaction</p> </div>	<h3>RIGHTS AND RESPONSIBILITIES 2</h3> <ul style="list-style-type: none"> What do I understand about laws and legal systems? C-3 What are the legal ages for different activities and why are there age restrictions? H-DAT What is the age of criminal responsibility and how does this affect me? R-RR What is my responsibility to help prevent law breaking? C-3 How might young people break the law and what are the consequences now and for the future? R-RR Who protects my rights and how can I access this protection? R-RR What different kinds of rights, obligations and responsibilities exist in the UK, including political, legal, human, social, civic and moral? C-3 What are the potential tensions between human rights, British law and cultural and religious expectations and practices? C-3 What are my responsibilities towards the environment and how can I contribute to sustainability? <div> <p>Legal rights Justice</p> <p>Representation Police</p> <p>role, powers and</p> <p>procedures Courts,</p> <p>magistrate systems &</p> <p>tribunals European</p> <p>Court of Human Rights</p> <p>Evidence</p> <p>Crime prevention</p> <p>Consequences of law</p> <p>breaking</p> <p>The environment &</p> <p>sustainability & support</p> </div>	<h3>RIGHTS AND RESPONSIBILITIES 3</h3> <ul style="list-style-type: none"> What are the different sources of the law? C-4 How does the law protect society and help it to deal with complex problems? C-4 What are the rights and responsibilities of employers and employees? C-4 What is the role of the police and the criminal justice system? C-4 How have different freedoms and rights developed in the UK? R-RR What rights do all citizens in the UK have and who protects these rights? R-RR How can we ensure that freedom of speech does not impact on the rights of others? R-RR How do people influence public debate and policy formation? C-4 How might criminal activity impact on families and the wider community? R-RR How might having a criminal conviction restrict my work, study, financial or travel opportunities? H-DAT What do I understand by globalisation? Why is global inequality increasing and how can it be reduced? What are the wider issues of global interdependence and responsibility? <div> <p>The UK legal system</p> <p>Human rights</p> <p>Rights at work</p> <p>International law</p> <p>Social care</p> <p>Media</p> <p>Pressure/interest groups</p> <p>Voluntary sector</p> <p>Consequences of criminal</p> <p>activity</p> <p>Criminal convictions</p> <p>Sustainable development</p> </div>
<h3>SOCIETY AND DEMOCRACY 1</h3> <ul style="list-style-type: none"> When and how do I contribute to decision making in my community? C-3 How does my contribution to decision making affect me and others? C-3 What different ways are there for me to be involved in decision making in school? C-3 Who represents my interests and how can I influence them? C-3 What does local government do and how does it affect my life? C-3 What is the role of voluntary organisations? C-3 <div> <p>Citizenship</p> <p>Student councils</p> <p>Participation</p> <p>Democracy</p> <p>Local councils</p> <p>Public institutions</p> <p>Charities</p> <p>Debates</p> <p>Voluntary sector</p> </div>	<h3>SOCIETY AND DEMOCRACY 2</h3> <ul style="list-style-type: none"> What is the role of national government? C-3 What do members of parliament do and how are they elected? C-3 How does parliament ensure that the decisions made by government are fair? C-3 Why is it important to vote in elections and how can voting influence public life? C-3 How are laws decided and made? C-3 What is the role of the monarchy? C-3 <div> <p>Government</p> <p>Parliament MPs</p> <p>Elections and the</p> <p>electorate Political</p> <p>parties Manifestos</p> <p>Legislation Monarchy</p> </div>	<h3>SOCIETY AND DEMOCRACY 3</h3> <ul style="list-style-type: none"> What are the key elements of the constitution of the United Kingdom? C-4 What are the different electoral systems used in and beyond the UK? C-4 How does parliamentary democracy work and what are the powers of the government? C-4 How can I engage in discussions about contentious issues and show respect for the views of others? R-RR What are the different roles of the executive, legislature and judiciary and the free press? C-4 How can we check the reliability of news and how does this affect the democratic process? C-4 How can social media distort or narrow understanding of situations or issues? H-IS How can citizens influence decisions locally, nationally and beyond through democratic processes? C-4 What other forms of government exist beyond the UK? C-4 How does the UK relate to Europe, the Commonwealth, the United Nations and the wider world? C-4 <div> <p>Parliament</p> <p>Democracy</p> <p>Constitution</p> <p>Legislature Judiciary</p> <p>News & the press</p> <p>Debates</p> <p>Media</p> <p>Different international</p> <p>systems of government</p> <p>Global citizenship</p> </div>

IDENTITY, DIVERSITY AND COMMUNITY 1

- What makes up my identity and what factors affect it? R-RR
- How do I understand my personal history? R-RR
- What different groups do I see myself as belonging to? R-RR
- What are the different identities locally and in the UK? R-RR
- What are some of the similarities and differences between me and those around me? R-RR
- How is difference a positive aspect of our society? R-RR
- How can I show respect for different views, lifestyles and beliefs? R-RR
- Can I recognise stereotyping in the community and media? R-RR
- Do I understand how to respond if I or others experience discrimination? R-RR
- What does it mean to be a citizen in my community? R-RR
- Why do we value justice, diversity, tolerance, respect, and freedom in our community? R-RR
- What and who influences social, economic and cultural change within my community? C-3
- Who works for the good of the community and how can I help? H-MW
- *Who cares for the environment and what is my contribution?*

Personal values
Multiple identities
Religion
Cultural traditions
Gender
Race & Ethnicity
Place of birth
Ability & Disability
Age
Sexual orientation
British values
Stigma
Intolerance
Community cohesion
Voluntary organisations

IDENTITY, DIVERSITY AND COMMUNITY 2

- How has my sense of my own identity changed? R-RR
- What is a common or shared identity, and how does this help to unify groups and identities in the UK? R-RR
- Who or what might influence young people’s perception of their identity? H-IS
- How do I respond to difference and diversity within my community? R-RR
- How does prejudice and discrimination impact on the wellbeing of individuals and communities - socially, emotionally and physically? R-RR
- How does the media influence opinion about difference and diversity and how does this affect me and my community? C-3
- What are the different national, regional, religious and ethnic communities in the United Kingdom? R-RR
- Why is community cohesion important and how do communities change over time? R-RR
- How can we show mutual respect and understanding for each other? R-RR
- What personal influence do I have now in my community and how could that change in the future? C-3
- How do citizens work together and what responsible activities do they undertake to improve their communities? C-3

Identities
Equality Act
Protected characteristics
British Values
Radicalisation
Stereotyping
Racism
Prejudiced behaviour
Minority groups
Public institutions
Voluntary, community, charitable and pressure groups
Community volunteering

IDENTITY, DIVERSITY AND COMMUNITY 3

- How do I ensure that I maintain a positive sense of identity? R-RR
- How are our identities affected by changes in society, now and in the past? R-RR
- How can we recognise difference between groups of people, while we build on similarities? R-RR
- How well do I understand the impact of prejudice and discrimination directed at myself or others and how confident do I feel in challenging it? R-RR
- What are the different forms of intolerance and extremism? R-RR
- How can communities protect themselves from violent extremism and how could I respond to anything that causes me concern? R-RR
- How would I recognise a ‘cult’, and how do ‘cults’ recruit? R-RR
- How would I seek help if I am worried for myself or others? R-RR
- How is living in the UK shaped by political, social, economic and cultural changes like migration? C-4
- What does it mean to me to be a citizen in the UK, and how does my understa
- nding differ from other people’s? C-4
- How do individuals and organisations instigate change within communities? C-4
- How does community cohesion impact on my own rights and responsibilities? R-RR
- What opportunities are there for me to participate in my community, including through volunteering? C-4

British values Prevent
Community cohesion
Mutual respect
Freedom of expression
Human rights
Extremism, hate crime, radicalisation
Honour-based violence
Voluntary organisations
World conflicts
Trade & aid
Debt
Migrant, immigrant, refugee, asylum seeker

C-3= Citizenship statutory at KS3 C-4= Citizenship statutory at KS4 R-RR = RSE, Respectful Realtionships R-F = RSE, Families H-DAT= Health, Drugs, Alcohol and Tobacco H-IS= Health, Internet Safety and Harms (Italic font= no statutory links)