Contents:

CHS South

C019: Life Skills (PHSE) Policy

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Author	G. Wilson
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Date adopted by Trust Board	

Prospere Learning Trust *(Previously CHS Learning Trust and Piper Hill Learning Trust)* is a Multi Academy Trust. Registered in England and Wales - number 10872612

Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prospere Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. <u>Overview :</u>

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

1.2. National Context:

While Personal, Social and Health Education (PSHE) is a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

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

1.3. Along with the National Curriculum framework, the DfE also publish guidance on PSHE, which states that the subject is:

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

1.4. Section 2.1 of the National Curriculum framework states:

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

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

2. <u>Aims:</u>

The purpose and school context for PSHE

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

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

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

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

2.3. *'Relationships'* includes sex education; *'Health and Well-Being'* includes physical and mental and emotional health as well as Substance Abuse and *'Living in the Wider World'* incorporates many of the concepts of the government's PREVENT strategy as well as Careers Education, Information, Advice and Guidance (CEIAG).

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

2.5. In Year 7 students will cover the PSHE & Life Skills curriculum through the 'Finding Your Voice' Oracy curriculum in English for one lesson each week. In Year 8 students will have a PSHE lesson each half term, including input about financial capability through some of their Maths lessons. The PSHE curriculum is also supplemented through discrete delivery across the academic curriculum and Extended Learning Experience days. In

Years 9 & 10 our RESPECT curriculum will be delivered weekly, covering PSHE, Careers Education, Information, Advice and Guidance (CEIAG) & RE content. In Year 11, Life Skills will be taught weekly and centres on preparation for transition out of school into the wider world.

3. <u>Background to PSHE programme:</u>

3.1. Comprehensive audit of PSHE provision carried out in Chorlton High School (CHS) across the pastoral and academic curriculum.

3.2. Gaps identified in each of the 3 strands for each year group.

3.3. PSHE Programme personalised to meet the needs of our pupils at CHS and CHS South and tailored to each year group so that it is age appropriate.

3.4. Qualities of Success, Co-op Values, Future Foundations, ELEs – all mapped within PSHE programme to provide a whole school approach.

3.5. Half termly focus on 1 key strand. Each strand is covered twice across the year. Spiral programme of study where understanding is developed year on year.

4. <u>Equal Opportunities:</u>

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

5. <u>Outside Agencies:</u>

5.1. It is absolutely essential that we liaise with outside agencies to support us in the delivery of an effective PSHE programme of study. We have very strong links with many health services to ensure that our PSHE programme is supportive and evolving and to support and train staff in delivering effective PSHE.

5.2. **Brook** – Brook support us in writing our Relationships lessons as well as delivering specific sessions to groups of pupils. Brook deliver weekly sessions to Year 11 throughout Autumn 2 on STIs and Contraception. They run the amazing Brook Express experience for 100 Year 10 pupils. These are bitesize workshops on everything to do with healthy relationships and include other outside agencies like Youth and Women's Aid. Brook also team teach with our staff in order to model best practice when teaching about Health, hygiene and contraception.

5.3. **Healthy Schools –** Healthy Schools are an important point of contact for us, particularly in the delivery of Mental and Emotional Health themes and Substance Abuse. They deliver staff training on these topics and have team taught with staff on substance abuse lessons.

5.4. **CAMHS –** We have a CAMHS representative in school that is available for staff and students as an important point of contact on Mental and Emotional Health. Staff can speak to her about developing teaching resources and offering support to pupils and pupils can be referred for some mentoring/counseling to support them through any difficulties they might be going through.

5.5. **Education Business Solutions (EBS) –** We partner with EBS to run an Enterprise Day for Year 9 pupils as part of the Summer ELE. Pupils get involved in a real enterprise challenge and must trade effectively with real professionals from across a range of industries across the North West.

5.6. **Tim Parry Johnathan Ball Foundation for Peace –** We are linking with The Foundation for Peace this year for students to engage in anti-extremism workshops/experiences.

5.7. **Southway Housing Trust** – pupils engage in a number of joint projects with Southway Housing in order to 'support their community and make a difference'.

5.8. **Together Dementia** – run workshops with our pupils as part of Autumn ELE to explore the issues around dementia and how we can all help.

5.9. **Chorlton Good Neighbours** – pupils create seasonal gifts for our elderly neighbours in the community and perform at their Christmas party

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

6. Principles of Effective PSHE:

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

6.1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE programme.

6.2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

6.3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

6.4. Offer a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator.

6.5. Provide information which is realistic and relevant and which reinforces positive social norms.

6.6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

6.7. Recognise that the PSHE programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

6.8. Embed PSHE within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

6.9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

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

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

7.1. It is absolutely crucial that our PSHE provision is monitored and evaluated regularly. This process should inform changes and updates to our programme of study and our ways of working. Each half term the following monitoring should be carried out:
- PSHE Learning Walks
- Pupil Voice Activities
- Staff Voice Activities

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

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

8. The PSHE Programme of Study at CHS South:

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

Year 7	Autumn 1	Autumn 2	Sp1	Sp2	Sum1	Sum2
PSHE Focus	Health and Well-Being	Living in the Wider World	Relationships	Living in the Wider World	Health and Well-Being	Relationships
Qualities of Success	Optimism	Empathy	Creativity, Curiosity	Responsibility, reflection	Practice, Resiliency	Motivation

PSHE Lessons	**PERSONAL ATTRIBUTES -** self-confidence and self esteem **PERSONAL ATTRIBUTES -** accepting helpful feedback, rejecting unhelpful criticism; understanding that self-esteem can change with personal circumstances	**DIVERSITY, DISCRIMINATION & RIGHTS -** The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities **DIVERSITY, DISCRIMINATION & RIGHTS -** about discrimination, how to respond when being discriminated against & responsibilities towards others	**TYPES OF RELATIONSHIPS -** nature, importance of marriage, civil partnerships and other stable, long term relationships; roles and responsibilities of parents, carers and children in families **TYPES OF RELATIONSHIPS -** how to deal with a breakdown in relationships and the effect of change, including loss, separation, divorce and bereavement	**LAWS, LIBERTIES, JUSTICE -** precious liberties enjoyed by citizens of the UK, the nature of rules and laws, the difference between criminal and civil law. **LAWS, LIBERTIES, JUSTICE -** the justice system, including the role of the police and how courts and tribunals work	**INFLUENCE OF THE MEDIA -** how the media portrays young people, body image and health issues and that identity is affected by a range of factors **HEALTH SERVICES -** how to access local health services	**BULLYING, ABUSE & GANGS -** Recognising bullying & abuse in all its forms and skills and strategies to deal with it; support services available **BULLYING, ABUSE & GANGS -** laws relating to carrying of offensive weapons; difference between friendship groups and gangs;
Year 8	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE Focus	**Living in the Wider World**	**Living in the Wider World**	**Health & Well Being**	**Relationships**	**Health & Well-Being**	**Relationships**
Qualities of Success	Optimism	Empathy	Creativity, Curiosity	Responsibility, reflection	Practice, Resiliency	Motivation

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

					'addiction' in relation to substance use & who to talk to if they have concerns	
Year 9	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE Focus	**Living in the Wider World**	**Relationships**	**Health and Well-Being**	**Living in the Wider World**	**Relationships**	**Health & well-Being**
Qualities of Success	**Optimism**	**Empathy**	**Creativity, Curiosity**	**Responsibility, reflection**	**Practice, Resiliency**	**Motivation**
RESPECT Lesson	**Diversity, Discrimination & Rights -** to think critically about extremism and intolerance in whatever form they take; to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	**Types of Relationships** Healthy relationships, sexting, abusive behaviours in relationships.	**Substance Abuse -** the short and long term consequences of substance abuse and misuse for the health and emotional well-being of individuals, families and communities, including the health risks related to second-hand smoke.	**Political System & Governance -** the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	**Readiness for Sex -** how to assess readiness for sex; about accessing and the correct use of contraception	**Influence of the Media -** to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
Year 10	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
PSHE Focus	**Living in the Wider World**	**Relationships**	**Health & Well-Being**	**Living in the Wider World**	**Relationships**	**Health & Well-Being**

Qualities of Success	Optimism	Empathy	Creativity, Curiosity	Responsibility, reflection	Practice, Resiliency	Motivation
RESPECT Lesson	**Financial Capability -** to recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling) **Financial Capability -** ways to be a critical consumer of goods and services; their consumer rights and how to seek redress;	**Readiness for Sex -** about abortion, including the current legal position and the range of beliefs, opinions and myths about it **Sex in the Media -** to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexism, feminism etc.…)	**Health & Hygiene -** the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental health disorders **(including stress, anxiety and depression)** **Health & Hygiene -** the effects of puberty and hormones; to take increased responsibility for monitoring their own health (including testicular and breast self-examination)	**Laws, Liberties and Justice -** diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding **Laws, Liberties and Justice -** the different ways a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering	**Consent -**how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity **Consent -** to manage unwanted attention in a variety of contexts; to recognise the impact of drugs and alcohol on choices and sexual behaviour, to understand and respect other's faith and cultural expectations	**Substance Abuse -** the wider risks and consequences of legal and illegal substance use including on their personal safety, career, future relationship and lifestyle; **Substance Abuse -** how lifestyle choices affect a foetus
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sum2
PSHE Focus	**Living in the Wider World**	**Living in the Wider World**				

Qualities of Success	Optimism	Empathy				
Life Skills Lessons	Goal Setting, Careers, Options and the World of Work, Building Skills for the Future	Careers, Options and the World of Work, Building Skills as a Learner College Applications				

Appendix 1 – PSHE Programme of Study

HEALTH & WELL-BEING

1.1 Personal Attributes

1.2 Health and Hygiene

1.3 STIs

1.4 Exercise and Diet

1.5 Influence of the Media

1.6 Health and Safety

1.7 Substance abuse

1.8 Health Services
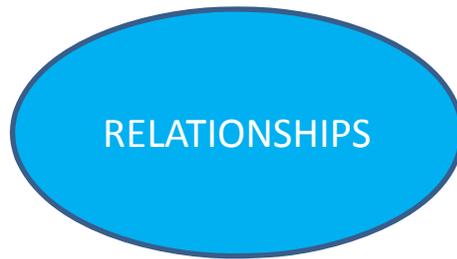
RELATIONSHIPS

2.1 Transition

2.2 Core Values and Personal Qualities

2.3 Features of relationships

2.4 Types of relationship

2.5 Friendship

2.6 Diversity in sexual identity

2.7 Consent

2.8 Readiness for Sex

2.9 Sex in the Media

2.10 Digital Safety

2.11 Peer Pressure

2.12 Bullying, Abuse and Gangs

LIVING IN THE WIDER WORLD

3.1 Goal Setting

3.2 Diversity, Discrimination and rights

3.3 Building skills for the future

3.4 Careers, Options and the World of Work

3.5 Enterprise and Business

3.6 Financial Capability

3.7 Political System and Governance

3.8 Law, Liberties and Justice

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

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

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

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

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

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

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

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

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