

Sawston Village College PSHE Overview

| | <u>Day 1</u> | <u>Day 2</u> | <u>Day 3</u> |
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| <u>Year 7</u> | RSE 7.1 Introduction/Trust | H&W 7.2 Communicating emotions | RSE 7.4 The family unit |
| | RSE 7.2 Managing online and off-line friendships | H&W 7.3 Diet and exercise | RSE 7.5 My body, my rules |
| | H&W 7.1 Resilience | RSE 7.3 Bullying – why people bully and role of bystander | H&W 7.4 Managing puberty |
| | Citizenship 7.1 Rights and responsibility | Citizenship 7.2 How can I contribute? | Citizenship 7.3 Community project |
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| <u>Year 8</u> | RSE 8.1 Bullying – cyber and online literacy | H&W 8.2 Mental health – anxiety and depression | RSE 8.4 Marriage |
| | RSE 8.2 Managing conflict at home | H&W 8.3 First Aid | RSE 8.5 Violence against girls and women |
| | H&W 8.1 Body image | RSE 8.3 Equality | H&W 8.4 Managing loss |
| | Citizenship 8.1 Tackling discrimination: difference and diversity. | Citizenship 8.2 Impact of prejudice and discrimination on wellbeing | Citizenship 8.3 Personal influence in the community – how do citizens work together |
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| <u>Year 9</u> | RSE 9.1 Consent | H&W 9.2 Addiction | RSE 9.4 Sending explicit images |
| | RSE 9.2 Consent | H&W 9.3 Eating disorders | RSE 9.5 Sexual Health |

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| | H&W 9.1 Alcohol misuse and peer influence | RSE 9.3 Healthy romantic relationships | H&W 9.4 Online safety |
| | Citizenship 9.1 Role of the national government | Citizenship 9.2 Voting – why it matters | Citizenship 9.3 Human rights, legal rights and criminal responsibility |
| Year 10 | | | |
| | RSE 10.1 Pornography Industry- VOLUNTEER | H&W 10.2 Laws surrounding drugs Phil Priestley | RSE 10.4 Tackling homophobia, transphobia and sexism (inc gender identity) |
| | RSE 10.2 Pornography – the impact | H&W 10.4 Impact of and information on drug use | RSE 10.5 Sexual Health – HIV testing |
| | H&W 10.1 Mental Health – tackling stigma campaign | RSE 10.3 Sexual Harassment and Violence, coercive relationships | H&W 10.3 Recovering from drug addiction – social and emotional risk of drug taking VOLUNTEER |
| | Citizenship 10.1 Role of the police in criminal justice system Impact of criminal activity | Citizenship 10.2 UK constitution & How to make a law - Exec, Leg, Judic | Citizenship 10.3 Freedom of speech - Social media and politics – how can we trust it, how can things become distorted |
| Year 11 | | | |
| | RSE 11.1 Menopause | H&W 11.2 Self-esteem and coping with stress | |
| | RSE 11.2 Fertility (endo, PCOS, low count) | H&W 11.3 Learning and revision skills to maximise potential | |
| | H&W 11.1 Self care – screening | RSE 11.3 Options around pregnancy | |
| | Citizenship 11.1 Voting systems | Citizenship 11.2 Alternative political systems | |

Careers Days

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|----------------------------------|----------------|------------|-----------------|---------------------------|
| Year 7 Finance and Careers (F&C) | Year 8 F&C | Year 9 F&C | Year 10 F&C | Year 11 F&C |
| The Real Game | What's my line | Options | Form the Future | Careers – Post 16 options |

PSHE Overview with statutory requirements

| | Day 1 | Day 2 | Day 3 |
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| Year 7 | <p>RSE 7.1 PSHE – what is it? Trust</p> <ul style="list-style-type: none"> How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. | <p>H&W 7.2 Communicating emotions</p> <ul style="list-style-type: none"> How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others | <p>RSE 7.4 The family unit</p> <ul style="list-style-type: none"> That there are different types of committed, stable relationships. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. How these relationships might contribute to human happiness and their importance for bringing up children |
| | <p>RSE 7.2 Friendships – managing online and off-line friendships</p> <ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | <p>H&W 7.3 Diet and exercise</p> <ul style="list-style-type: none"> The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. | <p>RSE 7.5 My body my rules</p> <ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship, practical steps they can take in a range of different contexts to improve or support respectful relationships. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). |
| | <p>H&W 7.1 Resilience</p> <ul style="list-style-type: none"> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | <p>RSE 7.3 Bullying Why people bully, laws, by stander</p> | <p>H&W 7.4 Managing puberty</p> <ul style="list-style-type: none"> About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. |

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| | <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. | <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| | <p style="text-align: center;">Citizenship 7.1 Rights and Responsibilities</p> <ul style="list-style-type: none"> • 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 | <p style="text-align: center;">Citizenship 7.2 How can I contribute to my community</p> <ul style="list-style-type: none"> • 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 | <p style="text-align: center;">Citizenship 7.3 Community project</p> <ul style="list-style-type: none"> • 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 |
| Year 8 | <p style="text-align: center;">RSE 8.1 Bullying – cyber, online literacy</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • What to do and where to get support to report material or manage issues online. • How information and data is generated, collected, shared and used online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. | <p style="text-align: center;">H&W 8.2 Mental Health – Anxiety and Depression</p> <ul style="list-style-type: none"> • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • Common types of mental ill health (e.g. anxiety and depression). • How to recognise the early signs of mental wellbeing concerns. • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. | <p style="text-align: center;">RSE 8.4 Marriage</p> <ul style="list-style-type: none"> • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • How these relationships might contribute to human happiness and their importance for bringing up children |
| | <p style="text-align: center;">RSE 8.2 Managing conflict at home and the dangers of running away</p> <ul style="list-style-type: none"> • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | <p style="text-align: center;">H&W 8.3 First Aid</p> <ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR • The purpose of defibrillators and when one might be needed. | <p style="text-align: center;">RSE 8.5 Violence against girls and women (arranged marriage, honour based violence, fgm)</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. |
| | <p style="text-align: center;">H&W 8.1 Body Image – comparisons</p> <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or | <p style="text-align: center;">RSE 8.3 Equality</p> <ul style="list-style-type: none"> • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). | <p style="text-align: center;">H&W 8.4 Managing Loss</p> <ul style="list-style-type: none"> • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. |

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| | obsessive comparison with others online (including through setting unrealistic expectations for body image), | <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding | |
| | <p style="text-align: center;">Citizenship 8.1</p> <p style="text-align: center;">Tackling discrimination: difference and diversity – value justice, tolerance, respect and freedom</p> <ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). | <p style="text-align: center;">Citizenship 8.2</p> <p style="text-align: center;">Impact of prejudice and discrimination on wellbeing</p> <ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). | <p style="text-align: center;">Citizenship 8.3</p> <p style="text-align: center;">Personal influence in the community – how do citizens work together</p> <ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding 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 |
| Year 9 | <p style="text-align: center;">RSE 9.1</p> <p style="text-align: center;">Consent</p> <ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others That they have a choice to delay sex or to enjoy intimacy without sex. | <p style="text-align: center;">H&W 9.2</p> <p style="text-align: center;">Addiction – different types</p> <ul style="list-style-type: none"> The physical and psychological consequences of addiction, including alcohol dependency. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. | <p style="text-align: center;">RSE 9.4</p> <p style="text-align: center;">Sending of explicit images</p> <ul style="list-style-type: none"> About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. What to do and where to get support to report material or manage issues online. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. How information and data is generated, collected, shared and used online. |

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| | <p style="text-align: center;">RSE 9.2 Consent</p> <ul style="list-style-type: none"> ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● practical steps they can take in a range of different contexts to improve or support respectful relationships ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● What constitutes sexual harassment and sexual violence and why these are always unacceptable. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex. | <p style="text-align: center;">H&W 9.3 Eating Disorders</p> <ul style="list-style-type: none"> ● The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. ● How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. ● How to recognise the early signs of mental wellbeing concerns. | <p style="text-align: center;">RSE 9.5 Sexual Health</p> <ul style="list-style-type: none"> ● The facts about the full range of contraceptive choices, efficacy and options available. ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
| | <p style="text-align: center;">H&W 9.1 Alcohol misuse and managing peer influence</p> <ul style="list-style-type: none"> ● The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ● How the use of alcohol and drugs can lead to risky sexual behaviour. ● The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● The physical and psychological consequences of addiction, including alcohol dependency. | <p style="text-align: center;">RSE 9.3 Healthy romantic relationships</p> <ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● How the use of alcohol and drugs can lead to risky sexual behaviour. | <p style="text-align: center;">H&W 9.4 Online Safety</p> <ul style="list-style-type: none"> ● About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. ● The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. ● How information and data is generated, collected, shared and used online. |

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| | <p>Citizenship 9.1 Role of the national government Role of parliament- how elected and what they do to ensure fair procedure Role of the monarchy</p> <ul style="list-style-type: none"> Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary | <p>Citizenship 9.2 Voting – why is it important and impact on public life</p> <ul style="list-style-type: none"> Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary | <p>Citizenship 9.3 Legal rights Criminal responsibility – why certain ages Criminal convictions and the impact Role of the court</p> <ul style="list-style-type: none"> Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world |
| Year 10 | <p>RSE 10.1 Pornography Industry – Diverse workshop Workshop encouraging pupils to view pornography as an industry, as a staged practice and a construct.</p> <ul style="list-style-type: none"> That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. | <p>H&W 10.2 Laws surrounding drugs</p> <ul style="list-style-type: none"> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. | <p>RSE 10.4 Tackling homophobia, transphobia and sexism (inc gender identity)</p> <ul style="list-style-type: none"> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |
| | <p>RSE 10.2 Pornography – the impact lesson (body image, mast, expectations)</p> <ul style="list-style-type: none"> About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. The impact of viewing harmful content. How information and data is generated, collected, shared and used online. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people | <p>H&W 10.4 Impact and information on drugs</p> <ul style="list-style-type: none"> Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions The law relating to the supply and possession of illegal substances. | <p>RSE 10.5 Sexual Health 2 Importance of testing/ HIV – Terence Higgins Trust</p> <ul style="list-style-type: none"> How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. The facts about the full range of contraceptive choices, efficacy and options available. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |

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| | <p>may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> | | |
| | <p>H&W 10.1</p> <p>Mental Health – tackling stigma campaign</p> <ul style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. | <p>RSE 10.3</p> <p>Sexual Harassment and Violence, coercive relationships</p> <ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. What constitutes sexual harassment and sexual violence and why these are always unacceptable That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | <p>H&W 10.4</p> <p>Impact and information on drugs</p> <ul style="list-style-type: none"> Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions The law relating to the supply and possession of illegal substances. <p>H&W 10.3</p> <p>Recovering from drug addiction – social and emotional risk of drug taking</p> <ul style="list-style-type: none"> The physical and psychological consequences of addiction, including alcohol dependency. The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. |
| | <p>Citizenship 10.1</p> <p>Role of the police in criminal justice system</p> <p>Impact of criminal activity</p> <ul style="list-style-type: none"> 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 Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world | <p>Citizenship 10.2</p> <p>UK constitution - Exec, Leg, Judic & Free press</p> <ul style="list-style-type: none"> Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary | <p>Citizenship 10.3</p> <p>Freedom of speech - Social media and politics – how can we trust it, how can things become distorted (prevent) SJA</p> <ul style="list-style-type: none"> Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding |
| Year 11 | <p>RSE 11.1</p> <p>Menopause</p> <ul style="list-style-type: none"> the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | <p>H&W 11.2</p> <p>Self esteem and coping with stress</p> <ul style="list-style-type: none"> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | |

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| | <p>RSE 11.2 Fertility (endo, PCOS, low count)</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | <p>H&W 11.3 Learning and revision skills to maximise potential</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. | |
| | <p>H&W 11.1 Self care – screening</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • The benefits of regular self-examination and screening (cancer, smear, prostate exam) | <p>RSE 11.3 Options around pregnancy</p> <p>Young parents</p> <ul style="list-style-type: none"> • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • The facts around pregnancy including miscarriage. | |
| | <p>Citizenship 11.1 Voting systems</p> <ul style="list-style-type: none"> • 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 | <p>Citizenship 11.2 Alternative systems (USA, China, NI)</p> <ul style="list-style-type: none"> • Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom • 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 | |

Statutory regulation curriculum map

| | PSHE Core Curriculum | Embedded PSHE |
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| RSE- pupils should know | | |
| Families | | |
| That there are different types of committed, stable relationships | RSE 7.4 | English Y11, RE Y9, Drama Y9 |
| How these relationships might contribute to human happiness and their importance for bringing up children | RSE 7.4, 8.4 | English Y11, RE Y9, Drama Y9 |
| What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. | RSE 8.4 | RE Y9 |
| Why marriage is an important relationship choice for many couples and why it must be freely entered into. | RSE 8.4, 8.5 | RE Y9 |
| The characteristics and legal status of other types of long-term relationships. | RSE 8.4 | RE Y9 |
| The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. | RSE 7.4 , 8.2 | RE Y9 |
| How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. | RSE 7.1 | History Y7,8,9 |
| Respectful relationships including friendships | | |
| The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. | RSE 7.2, 7.5, 9.1, 9.2, 9.3 | Mentor time, assemblies, Drama Y9, Music Y8, RE Y8 |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships. | RSE 7.2, 7.5, 9.1, 9.2, 9.3 | Mentor time, assemblies, Music Y8 |
| How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). | RSE 8.3 CITI 8.1, 8.2 | Mentor time, assemblies, English Y9, History Y9, RE Y9 |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. | RSE 8.3, 10.4 | Mentor time, assemblies English Y9 & Y10, History Y9 & Y10, Food Y9 |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. | RSE 7.3, 8.1 | Mentor time, assemblies, Computer Science Y7, Literacy Y8 |
| That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. | RSE 8.2, 9.1, 9.2, 10.3 | English Y10 |
| What constitutes sexual harassment and sexual violence and why these are always unacceptable. | RSE 9.1, 9.2, 10.3 | English Y10 |
| The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. | RSE 8.3, 10.4 | Mentor time, assemblies, English Y10, History Y9, RE Y7 |
| Online and media | | |
| Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. | RSE 8.1, 9.4, 10.2 | Mentor time, Computer Science Y7 |
| About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. | RSE 9.4, 10.2 | Mentor time, Computer Science Y7 |
| Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. | RSE 9.4 | Mentor time, Computer Science Y7 |
| What to do and where to get support to report material or manage issues online. | RSE 8.1, 9.4 | Computer Science Y7 |
| The impact of viewing harmful content. | RSE 10.2 | |
| That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. | RSE 10.1, 10.2 | |
| That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. | RSE 9.4 | |
| How information and data is generated, collected, shared and used online. | RSE 8.1, 9.4 H+W 9.4 | Computer Science Y7, DT Y7,8,9 |
| Being safe | | |
| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. | RSE 8.5, 10.3 | English Y10 |
| How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). | RSE 7.5, 9.1, 9.2 | |
| Intimate and sexual relationships including sexual health | | |

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| How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. | RSE 9.3 | English Y8 |
| That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. | RSE 9.3 | English Y10 |
| The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. | RSE 11.1 | |
| That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. | RSE 11.2 | |
| That they have a choice to delay sex or to enjoy intimacy without sex | RSE 9.1, 9.2 | RE Y9 |
| The facts about the full range of contraceptive choices, efficacy and options available | RSE 9.5, 10.5 | Science Y10, RE Y9,10 |
| The facts around pregnancy including miscarriage. | RSE 11.3 | RE Y7,10, Science Y7 |
| That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). | RSE 11.3 | RE Y9,10 Science Y11 |
| How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing | RSE 9.5, 10.5 | Science Y10 |
| About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. | RSE 9.5 | |
| How the use of alcohol and drugs can lead to risky sexual behaviour. | RSE 9.3 H+W 9.1 | English Y10 |
| How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. | RSE 9.5, 10.5 | Science Y10 |
| Physical Health and Mental Wellbeing | | |
| Mental Wellbeing | | |
| How to talk about their emotions accurately and sensitively, using appropriate vocabulary. | H+W 7.2, 10.1 | Mentor time, assemblies |
| That happiness is linked to being connected to others. | H+W 7.2 | Mentor time, assemblies, Music Y7,8,9 |
| How to recognise the early signs of mental wellbeing concerns. | H+W 8.2, 9.3 | Mentor time, assemblies |
| Common types of mental ill health (e.g. anxiety and depression). | H+W 8.2 | Science Y9 |
| How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. | H+W 7.2, 8.2, 10.1 | History Y7,8,9, RE Y8 |
| The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. | H+W 7.1, 7.3 | Mentor time, assemblies |
| Internet safety and harms | | |
| The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. | H+W 8.1, 9.4 RSE 10.2 | Computer Science Y7 |
| How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. | H+W 9.4 RSE 8.1 | Mentor time, assemblies, Computer Science Y7 |
| Physical health and fitness | | |
| The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. | H+W 7.1, 7.3, 11.2, 11.3 | Mentor time, assemblies, Food Y7,8,9, Science Y9 |
| The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health | H+W 7.3, 9.3 | Mentor time, assemblies, Food Y7,8,9, Science Y8,9 |
| About the science relating to blood, organ and stem cell donation. | | RE Y9, Science Y9,Y11 |
| Healthy eating | | |
| How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. | H+W 7.3, 9.3, 11.1 | Science Y8,9, Food Y7,8,9 |
| Drugs, alcohol and tobacco | | |
| The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. | H+W 9.1, 10.2, 10.3, 10.4 | Science Y8 |
| The law relating to the supply and possession of illegal substances. | H+W 10.2, 10.4 | |

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| The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. | H+W 9.1 | Science Y10 |
| The physical and psychological consequences of addiction, including alcohol dependency. | H+W 9.1, 9.2, 10.3 | |
| Awareness of the dangers of drugs which are prescribed but still present serious health risks. | H+W 10.4 | Science Y10 |
| The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. | H+W 9.2 | Science Y8, Maths Y9 |
| Health and prevention | | |
| About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. | H+W 7.4 | Science Y9,10 |
| About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. | H+W 7.3 | Food Y7,8,9 |
| The benefits of regular self-examination and screening. | H+W 11.1 | |
| The facts and science relating to immunisation and vaccination. | | Science Y10 |
| The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. | H+W 7.4, 11.2 | |
| Basic First Aid | | |
| Basic treatment for common injuries. | H+W 8.3 | DT Y7,8,9, Science Y10 |
| Life-saving skills, including how to administer CPR | H+W 8.3 | PE Y9 |
| The purpose of defibrillators and when one might be needed | H+W 8.3 | Science Y8, PE Y9 |
| Changing adolescent body | | |
| Key facts about puberty, the changing adolescent body and menstrual wellbeing. | H+W 7.4 | Science Y7,8,10 |
| The main changes which take place in males and females, and the implications for emotional and physical health. | H+W 7.4 | Science Y7,10 |
| Citizenship | | |
| Parliamentary democracy, including the role of Parliament in holding governments to account, and the different roles of the executive, legislature and judiciary | CITI 9.1, 9.2, 10.2 | Mentor time, assemblies, History Y7,Y10 |
| 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 | CITI 11.1, 11.2 | Mentor time, assemblies, History Y8,9, RE Y7,8 |
| Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom | CITI 11.2 | History Y8,9 |
| Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world | CITI 9.1, 9.3, 10.1 | English Y9, History Y8,9 |
| Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding | CITI 8.1, 8.2, 8.3, 10.3 RSE 8.3 | Mentor time, assemblies, English Y9, History Y8, RE Y7 |
| 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 | CITI 7.1, 7.2,7.3, 8.3, 10.1 | Music Y7,8,9, RE Y7,8, History Y9, English Y10, DT Y7,8,9 |