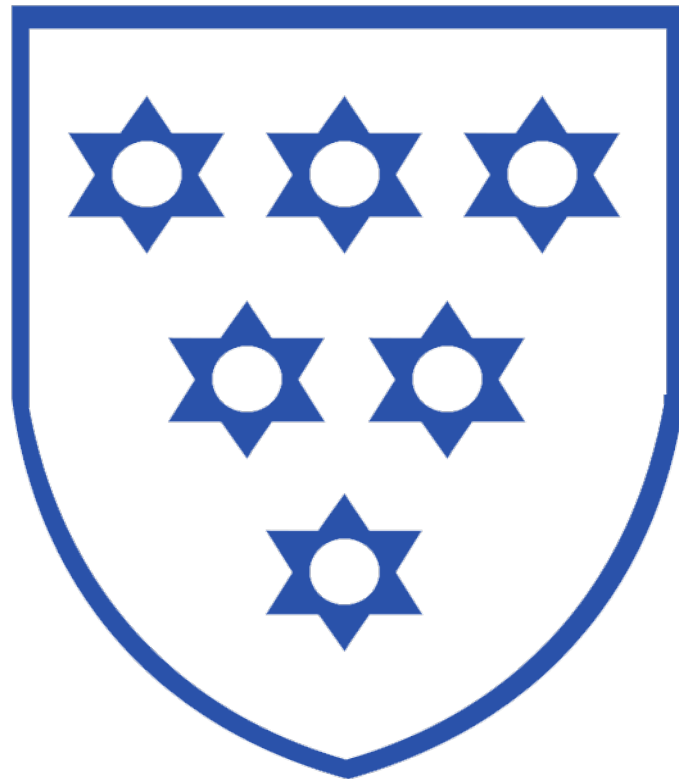


The Market Weighton School PHSE Curriculum Mapping including RSE provision



Health & Wellbeing (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|-------------------------------------|---|--|
| Self Concept | H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing | Year 7 PD Day One Year 9 PD Day Four PE Lessons throughout KS3 |
| | H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) | Year 7 PD Day One <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) PE Lessons throughout KS3 <i>Slavery in the Americas</i> , History (Autumn, Year 8) |
| | H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health | Year 7 PD Day One |
| | H4. simple strategies to help build resilience to negative opinions, judgements and comments | Year 7 PD Day One Year 9 PD Day Four |
| | H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing | Year 7 PD Day One <i>Healthy Lifestyles</i> , Science (Year 8) PE Lessons throughout KS3 |
| Mental Health & Emotional Wellbeing | H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary | English topics throughout KS3 |
| | H7. the characteristics of mental and emotional health and strategies for managing these | <i>Life Skills</i> , Society & Ethics (Spring, Year 9) Year 7 PD Day One |
| | H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns | <i>Life Skills</i> , Society & Ethics (Spring, Year 9) Year 7 PD Day One |
| | H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks | Year 9 PD Day Four |

1. Health & Wellbeing (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|--|--|
| Mental Health & Emotional Wellbeing | H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support. | <i>Healthy Lifestyles</i> , Science (Year 8) PE Lessons throughout KS3 <i>Food Choice</i> , Food Preparation & Nutrition (all KS3) |
| | H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible | Year 8, PD Day Four |
| | H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need | <i>Life Skills</i> , Society & Ethics (Spring, Year 9) |
| Healthy Lifestyle/Health Related Decisions | H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities | <i>Healthy Lifestyles</i> , Science (Year 8) PE Lessons and extracurricular throughout KS3 Food Preparation & Nutrition Lessons throughout KS3 |
| | H14. the benefits of physical activity and exercise for physical and mental health and wellbeing | PE Lessons throughout KS3 |
| | H15. the importance of sleep and strategies to maintain good quality sleep | Year 8, PD Day Four |
| | H16. to recognise and manage what influences their choices about physical activity | PE Lessons throughout KS3 – Displays in PE area |
| | H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices | <i>Healthy Lifestyles</i> , Science (Year 8) Food Preparation & Nutrition Lessons throughout KS3 |
| | H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices | <i>Healthy Lifestyles</i> , Science (Year 8) Food Preparation & Nutrition Lessons throughout KS3 |

1. Health & Wellbeing (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|---|---|
| Healthy Lifestyle/Health Related Decisions | H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination, the purpose of vaccinations offered during adolescence for individuals and society. | Year 8, PD Day Four |
| | H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection | <i>Microbes</i> , Science (Year 8) PE Lessons throughout KS3 (Use of deodorant and importance of a clean PE kit) |
| | H21. how to access health services when appropriate | Displays throughout the school building |
| | H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM | Year 10 PD Day One |
| Drugs, Alcohol & Tobacco | H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics | <i>Healthy Lifestyles</i> , Science (Year 8) |
| | H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use | <i>Drugs & Alcohol</i> , Society & Ethics (Summer, Year 8) |
| | H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers | <i>Drugs & Alcohol</i> , Society & Ethics (Summer, Year 8) |
| | H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use | <i>Healthy Lifestyles</i> , Science (Year 8) |
| | H27. the personal and social risks and consequences of substance use and misuse including occasional use | <i>Healthy Lifestyles</i> , Science (Year 8) |

1. Health & Wellbeing (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|---------------------------------|--|---|
| Drugs, Alcohol & Tobacco | H28. the law relating to the supply, use and misuse of legal and illegal substances | <i>Drugs & Alcohol, Society & Ethics</i> (Summer, Year 8) |
| | H29. about the concepts of dependence and addiction including awareness of help to overcome addictions | <i>Drugs & Alcohol, Society & Ethics</i> (Summer, Year 8) |
| Managing Risk & Personal Safety | H30. how to identify risk and manage personal safety in increasingly independent situations, including online | <i>Internet Safety, ICT</i> (Year 7) Safer Internet Assembly (All Year Groups) |
| | H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety | Food Preparation & Nutrition Lessons throughout KS3 |
| | H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling | Year 8 PD Day Two |
| | H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators | Year 8 PD Day Four |
| Puberty & Sexual Health | H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing | <i>Reproduction, Science</i> (Year 7) |
| | H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) | <i>Reproduction, Science</i> (Year 7) |
| | H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) | <i>Reproduction, Science</i> (Year 7) <i>Microbes, Science</i> (Year 7) |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|------------------------|---|--|
| Positive Relationships | R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them | Year 7 PD Day Two <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) <i>Jekyll & Hyde</i> , English (Autumn, Year 9) |
| | R2. indicators of positive, healthy relationships and unhealthy relationships, including online | Year 7 PD Day Two <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) <i>Jekyll & Hyde</i> , English (Autumn, Year 9) |
| | R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation | Year 7 PD Day Two <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) <i>Jekyll & Hyde</i> , English (Autumn, Year 9) |
| | R4. the difference between biological sex, gender identity and sexual orientation | Year 7 PD Day Two |
| | R5. to recognise that sexual attraction and sexuality are diverse | Year 7 PD Day Two |
| | R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion | Year 7 PD Day Two |
| | R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships | Year 7 PD Day Two |
| | R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex | Year 9 PD Day Two |
| Values | R9. to clarify and develop personal values in friendships, love and sexual relationships | Year 8 PD Day Three <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|--|---|
| Relationship Values | R10. the importance of trust in relationships and the behaviours that can undermine or build trust | Year 8 PD Day Three <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) |
| | R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships | Year 8 PD Day Three |
| | R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex | Year 8 PD Day Three |
| Forming & Maintaining Respectful Relationships | R13. how to safely and responsibly form, maintain and manage positive relationships, including online | Year 8 PD Day Three |
| | R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) | Group/team work across all subjects Pastoral input |
| | R15. to further develop and rehearse the skills of team working | PE Lessons throughout KS3 |
| | R16. to further develop the skills of active listening, clear communication, negotiation and compromise | Practical Food Preparation & Nutrition Lessons |
| | R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help | Year 8 PD Day Three |
| | R18. to manage the strong feelings that relationships can cause (including sexual attraction) | <i>Relationships, Society & Ethics</i> (Summer, Year 7) |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|---|---|
| Forming & Maintaining Respectful Relationships | R19. to develop conflict management skills and strategies to reconcile after disagreements | <i>Relationships, Society & Ethics</i> (Summer, Year 7) |
| | R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations | <i>Drugs & Alcohol, Society & Ethics</i> (Summer, Year 8) |
| | R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships | <i>Relationships, Society & Ethics</i> (Summer, Year 7) |
| | R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support | <i>Relationships, Society & Ethics</i> (Summer, Year 7) |
| | R23. the services available to support health | Displays around the school building |
| Consent | R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances | Year 8 PD Day Three |
| | R25. about the law relating to sexual consent | Year 8 PD Day Three |
| | R26. how to seek, give, not give and withdraw consent (in all contexts, including online) | Year 8 PD Day Three |
| | R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected | Year 8 PD Day Three |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|----------------------------|--|--|
| Consent | R28. to gauge readiness for sexual intimacy | Year 8 PD Day Three |
| | R29. the impact of sharing sexual images of others without consent | Year 8 PD Day Three |
| | R30. how to manage any request or pressure to share an image of themselves or others, and how to get help | Year 8 PD Day Three |
| | R31. that intimate relationships should be pleasurable | Year 8 PD Day Three |
| Contraception & Parenthood | R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') | Year 8 PD Day Three <i>Reproduction, Science (Year 7)</i> |
| | R33. the risks related to unprotected sex | Year 8 PD Day Three <i>Reproduction, Science (Year 7)</i> |
| | R34. the consequences of unintended pregnancy, sources of support and the options available | Year 8 PD Day Three |
| | R35. the roles and responsibilities of parents, carers and children in families | Year 8 PD Day Three |
| | R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children | Year 8 PD Day Three |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|----------------------------------|---|---|
| Bullying, Abuse & Discrimination | R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others | |
| | R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied | Year 7 PD Day Four <i>Prejudice & Discrimination</i> , Society & Ethics (Autumn, Year 9) <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) |
| | R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships | Year 7 PD Day Four <i>Prejudice & Discrimination</i> , Society & Ethics (Autumn, Year 9) <i>A Midsummer Night's Dream</i> , English (Summer, Year 7) <i>Romeo & Juliet</i> , English (Spring, Year 8) <i>Of Mice & Men</i> , English (Summer, Year 8) |
| | R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice | Year 7 PD Day Four <i>Prejudice & Discrimination</i> , Society & Ethics (Autumn, Year 9) |
| | R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online | Year 7 PD Day Four <i>Prejudice & Discrimination</i> , Society & Ethics (Autumn, Year 9) |
| Social Influences | R42. to recognise peer influence and to develop strategies for managing it, including online | Year 9 PD Day Four |
| | R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support | Year 9 PD Day Four |
| | R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this | Year 9 PD Day Four |
| | R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours | Year 9 PD Day Four |

2. Relationships (Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|-------------------|--|-------------------------------|
| Social Influences | R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support | Year 9 PD Day Four |
| | R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon | Year 9 PD Day Four |

3. Living in the Wider World(Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--------------------|--|--|
| Learning Skills | L1. study, organisational, research and presentation skills | Year 7 PD Day Three Year 8 PD Day One Year 9 PD Day Four <i>Sport Rules Research, PE (Autumn, Year 7)</i> |
| | L2. to review their strengths, interests, skills, qualities and values and how to develop them | Year 7 PD Day Three Year 8 PD Day One |
| | L3. to set realistic yet ambitious targets and goals | Year 7 PD Day Three Year 8 PD Day One |
| | L4. the skills and attributes that employers value | Year 8 PD Day One Year 9 PD Day Four |
| | L5. the skills and qualities required to engage in enterprise | Year 7 PD Day Three Year 8 PD Day One Year 9 PD Day Four |
| | L6. the importance and benefits of being a lifelong learner | Covered across all subjects Post-16 options Careers provision |
| Choices & Pathways | L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process | GCSE Rotation Options Evening |
| | L8. about routes into work, training and other vocational and academic opportunities, and progression routes | <i>STEM Lessons</i> , Science (Throughout KS3) |
| | L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life | Year 8 PD Day One |

3. Living in the Wider World(Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|-------------------|---|---|
| Choices | L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations | <i>Prejudice & Discrimination, Society & Ethics (Autumn, Year 9)</i> |
| Work & Career | L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work | Year 8 PD Day One <i>Rotation, Food Preparation & Nutrition (Autumn, Year 9)</i> |
| | L12. about different work roles and career pathways, including clarifying their own early aspirations | Year 8 PD Day One <i>Rotation, Food Preparation & Nutrition (Autumn, Year 9)</i> |
| Employment R&R | L13. about young people's employment rights and responsibilities | <i>Addressed in PD Days</i> |
| | L14. to manage emotions in relation to future employment | Year 8 PD Day One |
| Financial Choices | L15. to assess and manage risks in relation to financial decisions that young people might make | <i>Costing of Ingredients, Food Preparation & Nutrition (KS3)</i> |
| | L16. about values and attitudes relating to finance, including debt | Maths Lessons throughout KS3 |
| | L17. to manage emotions in relation to money | Year 8 PD Day Two |
| | L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions | Year 8 PD Day Two |

3. Living in the Wider World(Key Stage 3)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|---|--|
| Financial Decisions | L19. to recognise financial exploitation in different contexts e.g. drugs and money mules, online scams | Year 8 PD Day Two |
| Media Literacy & Resilience | L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity | <i>Internet Safety</i> , ICT (Year 7) |
| | L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media | <i>Internet Safety</i> , ICT (Year 7) |
| | L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues | <i>Internet Safety</i> , ICT (Year 7) |
| | L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views | All lessons throughout the Society & Ethics curriculum |
| | L24. to understand how the way people present themselves online can have positive and negative impacts on them | <i>Internet Safety</i> , ICT (Year 7) |
| | L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them | <i>Internet Safety</i> , ICT (Year 7) |
| | L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours | <i>Democracy</i> , Society & Ethics (Spring, Year 8) |
| L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms | <i>Internet Safety</i> , ICT (Year 7) Displays around the school building | |

1. Health & Wellbeing (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|-------------------------------------|--|--|
| Self Concept | H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback | Green Pen Activities, Ponder Tasks etc. throughout all subjects. |
| | H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this | <i>Infection & Response</i> , Science (Year 10) <i>An Inspector Calls</i> , English (Summer, Year 9) <i>Love & Relationships Poetry</i> , English (Year 9 & 10) <i>Macbeth</i> , English (Spring, Year 10) <i>Health, Fitness & Wellbeing</i> , GCSE PE (Spring Year 11) |
| | H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this | <i>Infection & Response</i> , Science (Year 10) <i>Health, Fitness & Wellbeing</i> , GCSE PE (Spring Year 11) |
| | H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing | <i>Infection & Response</i> , Science (Year 10) |
| Mental Health & Emotional Wellbeing | H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health | <i>Life Skills, Society & Ethics</i> (Spring, Year 9) |
| | H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences | Year 9 PD Day Three |
| | H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns | <i>Mental Preparation Techniques</i> , GCSE PE (Autumn, Year 11) |
| | H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available | Year 9 PD Day Three |
| | H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others | Year 9 PD Day Three |

1. Health & Wellbeing (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|---|---|--|
| MH&EW | H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help | Year 9 PD Day Three |
| Healthy Lifestyles/Health Related Decisions | H11. to make informed lifestyle choices regarding sleep, diet and exercise | PE Extracurricular Activities <i>Engagement Patterns</i> , GCSE PE (Spring, Year 11) GCSE Food Preparation & Nutrition Lessons |
| | H12. the benefits of having a balanced approach to spending time online | <i>Media, Society & Ethics</i> (Spring, Year 11) |
| | H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health | Displays around the school building |
| | H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help | GCSE Food Preparation & Nutrition Lessons <i>Britain, Health & the People</i> , History (Spring, Year 10) |
| | H15. the purpose of blood, organ and stem cell donation for individuals and society | <i>Cells</i> , Science (Year 9) |
| | H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination | <i>Organisation</i> , Science (Year 9) |
| | H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds | <i>Radiation</i> , Science (Year 10) |
| | H18. the ways in which industries and advertising can influence health and harmful behaviours. | GCSE Food Preparation & Nutrition Lessons |

1. Health & Wellbeing (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|---------------------------------|--|--|
| Alcohol, Drugs & Tobacco | H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities | <i>An Inspector Calls</i> , (Summer, Year 9) |
| | H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle | <i>Illegal Drugs in Sport</i> , GCSE PE (Autumn, Year 11) |
| | H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation | Year 10 PD Day Two <i>Britain, Health & the People</i> , History (Spring, Year 10) |
| Managing Risk & Personal Safety | H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online | Risk Assessments for practicals in Science |
| | H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) | Risk Assessments for practicals in Science |
| | H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators | Year 11 PD Day One |
| | H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others | Year 10 PD Day Two |
| Sexual Health | H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) | Year 10, PD Day One |
| | H27. about specific STIs, their treatment and how to reduce the risk of transmission | <i>Infection & Response</i> , Science (Year 9) <i>Homeostasis</i> , Science (Year 10) |

1. Health & Wellbeing (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|---------------------------|---|--|
| Sexual Health & Fertility | H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services) | <i>Infection & Response</i> , Science (Year 9) <i>Homeostasis</i> , Science (Year 10) |
| | H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services | Year 11 PD Day Three |
| | H30. about healthy pregnancy and how lifestyle choices affect a developing foetus | <i>Rotation</i> , Childcare (Year 9, Rotation) |
| | H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors | <i>Homeostasis</i> , Science (Year 10) |
| | H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy | <i>Child Care Lessons*</i> |
| | H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice | Year 11 PD Day Three |

2. Relationships (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|------------------------|---|--|
| Positive Relationships | R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality | Year 10 PD Day One <i>An Inspector Calls</i> , English (Summer, Year 9) <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R2. the role of pleasure in intimate relationships, including orgasms | Year 10 PD Day One <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary | Year 10 PD Day One <i>An Inspector Calls</i> , English (Summer, Year 9) <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships | Year 10 PD Day One <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 | Society & Ethics lessons |
| | R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them | <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed | Displays around the school building Year 10 PD Day One |
| | R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours | Year 9 PD Day Two |
| Values | R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours | <i>Germany Introduction</i> , History (Autumn, Year 9) <i>Holocaust</i> , History (Autumn, Year 9) |

2. Relationships (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|--|--|--|
| Values | R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values | <i>An Inspector Calls</i> , English (Summer, Year 9) <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| Forming & Maintaining Respectful Relationships | R11. strategies to manage the strong emotions associated with the different stages of relationships | Year 9 PD Day Two <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R12. to safely and responsibly manage changes in personal relationships including the ending of relationships | Year 9 PD Day Two <i>Love & Relationships Poetry</i> , English (Year 9 & 10) |
| | R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them | Year 9 PD Day Two |
| | R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks | Year 10 PD Day One |
| | R15. the legal and ethical responsibilities people have in relation to online aspects of relationships | Year 10 PD Day One |
| | R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help | Year 10 PD Day One |
| | R17. ways to access information and support for relationships including those experiencing difficulties | Year 10 PD Day One Year 9 PD Day Two |
| Consent | R18. about the concept of consent in maturing relationships | Year 9 PD Day Two |

2. Relationships (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|----------------------------|--|--|
| Consent | R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online | Year 9 PD Day Two |
| | R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour | Year 9 PD Day Two |
| | R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple | Year 9 PD Day Two |
| | R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences | Assemblies to all year groups |
| | R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner | Year 11 PD Day Three |
| Contraception & Parenthood | R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support | Year 10 PD Day One |
| | R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families | <i>Rotation, Childcare (Autumn, Year 9)</i> |
| | R26. the reasons why people choose to adopt/foster children | <i>PD Days*</i> |
| | R27. about the current legal position on abortion and the range of beliefs and opinions about it | <i>GCSE Rotation, Religious Studies (Year 9, Autumn)</i> |

2. Relationships (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|----------------------------------|---|---|
| Bullying, Abuse & Discrimination | R28. to recognise when others are using manipulation, persuasion or coercion and how to respond | Year 9 PD Day Two |
| | R29. the law relating to abuse in relationships, including coercive control and online harassment | Year 9 PD Day Two |
| | R30. to recognise when a relationship is abusive and strategies to manage this | Year 9 PD Day Two <i>An Inspector Calls</i> , English (Summer, Year 9) |
| | R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships | Year 9 PD Day Two <i>An Inspector Calls</i> , English (Summer, Year 9) |
| | R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them | Year 9 PD Day Two |
| | R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support | Year 9 PD Day Two |
| | R34. strategies to challenge all forms of prejudice and discrimination | Year 9 PD Day Two |
| Social Influences | R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs | Year 10 PD Day Two |
| | R36. skills to support younger peers when in positions of influence | Year 10 PD Day One |

2. Relationships (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|-------------------|--|-------------------------------|
| Social Influences | R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help | Year 10 PD Day One |
| | R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime | Year 10 PD Day One |

3. Living in the Wider World (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|--------------------|--|--|
| Learning Skills | L1. to evaluate and further develop their study and employability skills | Year 10 PD Day Four Post-16 Options Event |
| | L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting | Year 10 PD Day Four Post-16 Options Event |
| | L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability | Year 10 PD Day Four Post-16 Options Event |
| Choices & Pathways | L4. about the range of opportunities available to them for career progression, including in education, training and employment | Year 10 PD Day Four Post-16 Options Event GCSE Food Preparation & Nutrition Educational Visits |
| | L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities | Year 10 PD Day Four Post-16 Options Event |
| | L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities | Year 10 PD Day Four Post-16 Options Event |
| Work & Career | L7. about the labour market, local, national and international employment opportunities | Year 10 PD Day Three Post-16 Options Event |
| | L8. about employment sectors and types, and changing patterns of employment | Year 10 PD Day Three |
| | L9. to research, secure and take full advantage of any opportunities for work experience that are available | Year 10 Work Experience (Summer) |

3. Living in the Wider World (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|--------------------------------------|--|---|
| Work & Career | L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities | Year 10 PD Day Three |
| | L11. the benefits and challenges of cultivating career opportunities online | Year 10 PD Day Three |
| | L12. strategies to manage their online presence and its impact on career opportunities | Year 10 PD Day Three |
| Employment Rights & Responsibilities | L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures | Year 10 PD Day Three |
| | L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken | Year 10 PD Day Three |
| | L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it | Year 10 PD Day Three |
| Financial Choices | L16. how to effectively budget, including the benefits of saving | <i>Life Skills</i> , Society & Ethics (Year 9, Spring Term) Maths Lessons throughout KS4 |
| | L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks | <i>Life Skills</i> , Society & Ethics (Year 9, Spring Term) Maths Lessons throughout KS4 |
| | L18. to recognise and manage the range of influences on their financial decisions | <i>Life Skills</i> , Society & Ethics (Year 9, Spring Term) |

3. Living in the Wider World (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|-----------------------------|--|--|
| Financial Choices | L19. to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights | Year 10 PD Day Two |
| | L20. the skills to challenge or seek support for financial exploitation in different contexts including online | Year 10 PD Day Two |
| | L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts | Year 10 PD Day Three |
| Media Literacy & Resilience | L22. that there are positive and safe ways to create and share content online and the opportunities this offers | <i>Media, Society & Ethics</i> (Summer, Year 11) |
| | L23. strategies for protecting and enhancing their personal and professional reputation online | Year 10 PD Day Three |
| | L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events | <i>Rotation, History</i> (Autumn, Year 9) |
| | L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this | Year 10 PD Day Two |
| | L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this | Year 10 PD Day Two |
| | L27. strategies to critically assess bias, reliability and accuracy in digital content | <i>Media, Society & Ethics</i> (Summer, Year 11) |

3. Living in the Wider World (Key Stage 4)

| | Aspect of PHSE | Timing and Method of Delivery |
|-----------------------------|---|-------------------------------|
| Media Literacy & Resilience | L28. to assess the causes and personal consequences of extremism and intolerance in all their forms | Year 11 PD Day Two |
| | L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern | Year 11 PD Day Two |