

## Park School, Bolton Impact Trust PSHE Curriculum

### Rationale

As a Trust, we believe that a Personal, Social, Health and Economic (PSHE) education is incredibly important because it helps pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want all of our pupils to be equipped to navigate their way through the stresses, pressures and influences on their lives and to know how to stay healthy and safe. We will help them to develop their emotional literacy and positive mental health, to find their own voice and to have autonomy in their life and in their choices. Our pupils will be shown how to transform their potential into long-lasting success both in their personal and working lives.



### Knowledge

We ensure that throughout the PSHE curriculum pupils acquire the key knowledge required to:

- Keep themselves healthy
- Keep themselves safe
- Take care of their mental health
- Communicate their feelings
- Make well-informed financial decisions
- Be successful in their chosen career



### Character

We ensure that pupils develop their own character attributes by teaching them how to take good care of themselves, to be discerning in their relationships and of the influences on them. We teach pupils to know their own worth, to be their authentic selves and to respect others. To build skills such as reliance, determination, kindness, tolerance and empathy.



### Creativity

We ensure that pupils can respond to their learning and express their thoughts and feelings in creative ways. We encourage them to find their voice and to be confident to be themselves.



### Innovative Thinking

We inspire pupils to think innovatively, to problem-solve and to learn to make well-informed decisions that are not heavily influenced by others. We encourage pupils to become discerning and autonomous in their thinking, to 'read between the lines' and to be confident in their own opinions.



## Transform

We teach pupils to transform the essential knowledge and skills that they are taught in the PSHE curriculum into long-lasting success in the world of further study and work. We ensure that pupils understand what it is to be human and will develop key characteristics like empathy, tolerance and respect for other people, their cultures and beliefs.

## Curriculum Design

The PSHE curriculum for Bolton Impact Trust is based upon the Jigsaw PSHE program which is a mindful approach to health and well-being, and brings together Personal, Social, health and Economic Education, emotional literacy, social skills, and mental health and resilience development in a scheme of learning. It is compliant with the statutory RSHE requirements (England, DfE, 2019) and is carefully planned and sequenced so that knowledge builds upon prior knowledge and as pupils move through the academic year and the various pathways, knowledge and understanding is deepened and regularly revisited.

Pupils who leave us to return to mainstream are able to re-engage with the PSHE curriculum there because we do not narrow their offer when they are with us.

The PSHE curriculum is also designed to be flexible and to respond to the needs of the pupils. The PSHE lead liaises closely with the DSL and if a particular issue arises in a setting, staff are able to respond to that issue through the PSHE curriculum if the Leadership team feels that this is necessary.

The PSHE curriculum is organised into six key topics for each half term-

**Being me in my world** – Pupils in each year group or stage (entering, emerging, developing and securing) will consider how they fit into the world, how the world affects their identity and what control they have over this. They will also explore the online world and how this affects their identity and what they can control in the virtual world.

**Celebrating Difference** - Pupils in each year group or stage (entering, emerging, developing and securing) will consider how different we all are from one another and think about whether differences are a good or bad thing. They will look at inequality and whether difference results in inequality.

**Dreams and goals** - Pupils in each year group or stage (entering, emerging, developing and securing) will look at how their choices affect their dreams and goals and what autonomy they have in securing those ambitions. They will explore what success means to them and how physical and mental health play a significant part in achieving their dreams and goals.

**Healthy Me** – Pupils in each year group or stage (entering, emerging, developing and securing) will learn to take responsibility for their physical and mental health. They will understand what keeps them healthy and they will understand how substances can affect both mental and physical health.

**Relationships** - Pupils in each year group or stage (entering, emerging, developing and securing) will learn the differences between healthy and unhealthy relationships.

**Changing Me** - Pupils in each year group or stage (entering, emerging, developing and securing) will learn to deal with the changes that they are experiencing in all aspects of their lives. They will explore how they feel about themselves as they change and move towards adulthood and what they need in order to be happy and fulfilled.

At Park school, PSHE is taught in small **groups** of up to 8 pupils. This gives our students a safe and nurturing environment in which to learn about potentially sensitive topics such as mental health, online safety and relationships. Students may wish to speak to a member of staff about a topic being covered during the lesson, or need additional support in managing their emotions, so the role of the Learning Mentor is particularly important in PSHE lessons. Our students may have direct experience of these issues, and staff delivering PSHE at Park School are given **additional training** to support their delivery, with a clear focus on Safeguarding. Park School staff **CPD** has recently included training on peer-on-peer abuse, sexual violence and sexual harassment, modern-slavery and child criminal and sexual-exploitation. This training is continually refreshed so that staff delivering PSHE stay up to date with the National Curriculum and any changes in legislation.

The core PSHE offer at Park School consists of one timetabled 45 minute PSHE lesson each week. In addition, there are opportunities for teacher-led discussion of key themes during form time, as well as through the wider curriculum; particularly in science. As well as giving students the opportunity to consolidate their PSHE learning, this also allows staff to support and advise our more vulnerable students, or those with **SEN**, with areas of particular concern that arise through the school year. For example, staff may become aware of inappropriate use of mobile devices or social media, which needs to be urgently addressed. During the summer months, students may be advised on water safety and keeping themselves safe outdoors. Form time discussion in Park School is also used to facilitate **Pupil Voice**, giving students the opportunity to express concerns, or request additional advice on matters relating to PSHE. The Pupil Voice would be addressed in PSHE lessons as well as contributing to PSHE curriculum planning.

At Park School, there is a **cross curricular** approach to PSHE delivery. In science, students are taught about healthy lifestyles, the importance of a balanced diet and regular exercise, and the effects of drugs on health. Students further develop their knowledge of immunisation, vaccination, use of antibiotics, ethics of drug testing as well as the ethical and **spiritual** arguments related to organ transplants. Consideration is given to the cultural and **spiritual** background of our young people when delivering the PSHE curriculum. There are opportunities to address certain elements in smaller groups, or 1:1 where appropriate, in order to respect cultural identities.

Students at Park School have the opportunity to compete **First Aid training**, including giving CPR, which is an element of the 'Healthy Me' PSHE strand. Students continue their PSHE learning **outside the classroom**, with recent school visits to the Octagon theatre, Bolton Museum, Overdale Cemetery, Horwich Heritage and Manchester Art Gallery. Guest speakers have also supported the delivery of the PSHE curriculum, with recent presentations by Greater Manchester Police and the NHS health practitioners.

Students at Park School develop their **cultural capital** and appreciation of the arts, with timetabled art and music lessons delivered weekly to all students. Our young people develop their understanding of **careers** and working life during their weekly careers lessons. Students in years 10 & 11 are further supported in developing their career aspirations, constructing CV's and developing interview skills, with 1:1 careers guidance given by our on-site careers officer.

PSHE lessons are planned to promote **reading** a range of non-fiction texts linked to key PSHE themes, including leaflets on STIs about the effects of alcohol on the body, posters on healthy lifestyles, NSPCC adverts for preventing CSE, and text books exploring facts on a topic. There are also opportunities to make thematic links to fiction texts explored in English lessons. These explore issues such as race, slavery, gender identity and relationships. As well as developing oral and debating skills, students can share views and opinions they are developing; promoting confidence and engagement in their PSHE learning.

## The PSHE Curriculum Intent

At Park School our pupils are grouped in different age groups at key stage 3 and key stage 4. Staff use the curriculum overview to plan schemes of work which identify and deliver the key component knowledge of each theme for each key stage. Staff use assessments and intelligence gathered during induction to identify the gaps in knowledge that pupils have and ensure that these are addressed in their planning.

For some elements of the PSHE curriculum it is important that pupils are taught age-appropriate content. Staff are incredibly careful not to deliver sensitive content to pupils who are younger than the year group that it is normally taught to.

For some pupils, personalisation of the PSHE curriculum is required because there is a need to deliver key knowledge that has been missed previously through non-engagement or attendance in school that is related to an issue that the young person is currently experiencing. Senior leaders and DSLs will ensure that this is addressed through key working or 1-1 sessions.

Key Stage 3		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
AP	SEMH Academy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entering (Typically outreach or pupils requiring significant support)	Engage and Outreach and Nurture	Pupils on Outreach or those requiring significant support will be taught the PSHE curriculum that matches their age-related expectations, but the focus initially will be on addressing the gaps in knowledge that exist for the individual pupil, along with topics and themes that may help them with particular issues that they have experienced or are struggling with. This ensures that their curriculum is highly personalised and appropriate. This is regularly reviewed and pupils will then follow the curriculum outlined below once these gaps have been addressed.					
Emerging (Typically year 7 age-related level)	Year 7	Pupils will know: <ul style="list-style-type: none"> <li>what influences them and their emotions</li> <li>How to deal with differences &amp; conflict</li> <li>What healthy friendships look like</li> <li>How to keep themselves safe online</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What bullying, prejudice &amp; discrimination are</li> <li>What stereotyping is</li> <li>What the Equality Act is</li> <li>How they can challenge influences, negative</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What their goals are</li> <li>How to make sensible financial decisions</li> <li>How to overcome challenges and learn from mistakes</li> <li>How to make sensible choices around</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>How to manage their mental health</li> <li>How physical activity impacts upon their mental health</li> <li>The effects of substances</li> <li>The importance of nutrition and sleep</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What healthy relationships look like</li> <li>What their rights and responsibilities are within relationships</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What changes occur during puberty</li> <li>How humans reproduce, including what IVF is</li> <li>What FGM, breast flattening/ironing are</li> </ul>

		<ul style="list-style-type: none"> <li>What the legislation is around online safety</li> </ul>	behaviour and attitudes <ul style="list-style-type: none"> <li>How to be assertive</li> </ul>	substances, weapons and friendship groups <ul style="list-style-type: none"> <li>How to avoid exploitation</li> <li>Emergency first aid</li> </ul>	<ul style="list-style-type: none"> <li>The importance of information on making health choices relating to vaccination and immunisation</li> </ul>		<ul style="list-style-type: none"> <li>What the responsibilities of parenthood are</li> <li>The different types of committed relationships</li> <li>What self-esteem, and self-image are and the influence that the media has on these</li> <li>What the sources of help and support are</li> </ul>
<b>Developing</b> (Typically year 8 age-related level)	<b>Year 8</b>	Pupils will know: <ul style="list-style-type: none"> <li>How they view themselves and the way that family and others influence this view</li> <li>What stereotypes are</li> <li>What personal beliefs they hold and what judgements they make of others</li> <li>How to manage expectations</li> <li>The importance of respect for the beliefs of others</li> <li>What marriage is</li> <li>What protected characteristics are</li> <li>How to actively listen</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>How positive behaviour affects feelings of wellbeing</li> <li>What social injustice and inequality is</li> <li>What community is</li> <li>What multi-culturalism and diversity is in terms of race and religion</li> <li>What stereotypes, and prejudice are</li> <li>What LGBT+ means</li> <li>The different types of bullying that exist such as peer on peer abuse and hate crime</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What their long-term goals are and the skills and qualifications they need for their chosen career.</li> <li>How to manage their finances in terms of budgeting, variation in income and the positive and negative impact of money</li> <li>What ethics are</li> <li>How to take care of their mental wellbeing,</li> <li>How to keep themselves safe online safety and what their legal responsibilities</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>The importance of long-term physical health</li> <li>Their responsibility for own health including dental health and stress triggers</li> <li>The dangers of substances and the effects that they can have on mood</li> <li>What legislation is associated with substances and the risks around exploitation</li> <li>How medicine, vaccinations and immunisations affect their health</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>The importance of having a positive relationship with themselves and how social media can influence this</li> <li>What negative self-talk is and how to deal with it</li> <li>How to managing a range of relationship</li> <li>What peer on peer abuse is</li> <li>The importance of, personal space</li> <li>What online etiquette is</li> <li>What the risks are around online privacy,</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>The types of close intimate relationships that exist</li> <li>What the legal status of relationships are</li> <li>The behaviours that exist in healthy and unhealthy romantic relationships</li> <li>What pornography is</li> <li>What sexuality is</li> <li>The dangers and risks associated with alcohol</li> </ul>

			<ul style="list-style-type: none"> <li>• How to stand up to bullying</li> <li>• What organ and blood donation is</li> </ul>	<p>are around being online</p> <ul style="list-style-type: none"> <li>• The risks around gambling</li> </ul>		<p>bullying, social media and personal safety</p> <ul style="list-style-type: none"> <li>• What laws exist to protect us online</li> <li>• What coercion and an unhealthy balance of power in relationships is</li> <li>• What sources of support there are to help people in unhealthy relationships</li> </ul>	
<b>Securing</b> (Typically year 9 age-related level)	<b>Year 9</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• That different people have different perceptions about intimate relationships.</li> <li>• What consent means.</li> <li>• What sexual exploitation is and how to access help if they are worried about a relationship issue.</li> <li>• What peer approval is and the problems it can cause.</li> <li>• what peer on peer abuse is</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• That the Equality Act has protected characteristics, and what they are.</li> <li>• What the legal consequences of bullying and hate crime are and where to get help.</li> <li>• What sexism and ageism are.</li> <li>• The difference between positive and negative language.</li> <li>• The difference between banter and phobic and racist language.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• Their personal strengths and their learning strengths.</li> <li>• Their career options and how the GCSE options process fits into this.</li> <li>• How employability is affected by their online presence.</li> <li>• What their health goals are.</li> <li>• How to do SMART planning.</li> <li>• The links between body image and mental health.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• That there are misperceptions about young peoples' health choices.</li> <li>• What the physical and psychological effects of drugs and alcohol are</li> <li>• What the law says about alcohol and certain substances.</li> <li>• The physical and emotional effects of alcohol and certain substances</li> <li>• What to do in emergency situations</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• What healthy relationships are.</li> <li>• Effective ways to resolve conflict.</li> <li>• About power and control in intimate relationships and where to get help if they are worried about a relationship.</li> <li>• What risks there are in intimate relationships.</li> <li>• About the importance of sexual health</li> <li>• How to be assertive</li> <li>• What the law says about sex.</li> </ul>	<p>Pupils will know:</p> <ul style="list-style-type: none"> <li>• That their mental health can be affected by different situations and experiences</li> <li>• How to challenge stigma around mental health.</li> <li>• The triggers and support strategies that they can recognise and use to help their own mental health.</li> <li>• How to manage emotional changes and develop their resilience.</li> </ul>

		<ul style="list-style-type: none"> <li>What grooming is and how it is linked with radicalization and county lines.</li> <li>What risky behaviour is and how it can be influenced by others.</li> <li>The difference between positive and negative self-identity and how groups, influences, and social media can affect the way that they view themselves.</li> <li>What abuse, coercion and coercive control is and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>What peer on peer abuse is</li> <li>What bullying in the workplace is.</li> <li>The difference between direct and indirect discrimination.</li> <li>What harassment is.</li> <li>What victimisation is.</li> <li>What prejudice, discrimination and stereotyping is.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between mental health and ill health.</li> <li>How the media manipulation can impact upon a person's mental health.</li> <li>That self-harm, self-esteem, anxiety disorders, eating disorders, depression are all linked to mental health.</li> <li>Where to go for help if they are worried about a mental health issue.</li> </ul>	<p>including first aid, CPR, and those involving substances.</p> <ul style="list-style-type: none"> <li>Where to get help and advice if they are worried about alcohol or drugs</li> </ul>	<ul style="list-style-type: none"> <li>That pornography and some media images portray a false impression of sex and sexual relationships</li> <li>About the different contraception choices and family planning</li> <li>What the consequences of unprotected sex are.</li> <li>What STIs are.</li> <li>Where to get help and advice around sexual health</li> </ul>	<ul style="list-style-type: none"> <li>How important sleep is in relation to mental health.</li> <li>The benefits of relaxation on their mental and physical health.</li> </ul>
<b>Key Stage 4</b>		<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>AP</b>	<b>SEMH Academy</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Entering</b> (Typically outreach or pupils requiring significant support)	<b>Engage and Outreach and Nurture</b>	Pupils on Outreach or those requiring significant support will be taught the PSHE curriculum that matches their age-related expectations, but the focus initially will be on addressing the gaps in knowledge that exist for the individual pupil, along with topics and themes that may help them with particular issues that they have experienced or are struggling with. This ensures that their curriculum is highly personalised and appropriate. This is regularly reviewed and pupils will then follow the curriculum outlined below once these gaps have been addressed.					
<b>Emerging and Developing</b> (Typically	<b>Year 10</b>	Pupils will know: <ul style="list-style-type: none"> <li>Their human rights, and the</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What the Equality Act is</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>What the impact of physical</li> </ul>	Pupils will know:	Pupils will know: <ul style="list-style-type: none"> <li>The different types of long-</li> </ul>	Pupils will know:



year 10 age-related level)		<p>freedoms that they enjoy as a citizen of the UK and the differences that exist for other people living in other countries and cultures.</p> <ul style="list-style-type: none"> <li>About ending relationships safely</li> <li>The different stages of grief, loss and bereavement.</li> <li>The risks to their own safety and how to identify them.</li> <li>How to get help if they feel their personal safety is threatened.</li> <li>The positive and negative role of social media</li> <li>The impact social media has upon culture and identity</li> <li>How online data is used both positively and negatively</li> <li>How to identify threats to online safety</li> </ul>	<p>including how it must be adhered to in the workplace, in society and in relationships.</p> <ul style="list-style-type: none"> <li>What the vulnerable groups in society are according to the Equality Act, including disability and hidden disability</li> <li>What the workplace expectations and rights and responsibilities are in reference to the Equality Act</li> <li>How power and control can be misused in relationships and the effects that this has on someone's physical and mental health</li> <li>What the benefits are of multi- cultural societies</li> <li>The importance of Equity and equality and the physical and mental consequences of</li> </ul>	<p>health has on reaching goals and relationships</p> <ul style="list-style-type: none"> <li>The importance of resilience and achieving a work/life balance</li> <li>How important connections are and their impact on mental health</li> <li>Why a balanced diet is important to looking after vital organs</li> <li>What blood donation is and the benefits of helping others</li> <li>Their online profile has an impact on future goals and employability</li> <li>The impact of financial decisions</li> <li>Risks associated with debt and gambling</li> <li>The impact of advertising on financial choices</li> <li>What they need to know and to do in preparation and readiness for work</li> </ul>	<ul style="list-style-type: none"> <li>How to improve their physical health.</li> <li>How to enhance and protect their mental health</li> <li>Some of the common threats to physical health and what they can do to protect themselves.</li> <li>Some of the ways in which they can check their own health, including some of the danger signs to look for</li> <li>About the misuse of prescription drugs, and the effects that substances have on the body.</li> <li>The most common mental health disorders,</li> <li>The positive impact of volunteering and community action has on mental health</li> <li>The availability and limitations of advanced medical techniques including stem</li> </ul>	<p>term relationships and what is required to sustain them.</p> <ul style="list-style-type: none"> <li>The importance of having a healthy relationship with self and what this looks like.</li> <li>The difference between attraction, love and lust.</li> <li>The choices they have in their relationships including physical/non-physical and ending a relationship.</li> <li>The risks around ending a relationship e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, impact on family.</li> <li>A range of sources of help and support for when relationships end including bereavement, divorce and family separation.</li> <li>The impact that healthy</li> </ul>	<ul style="list-style-type: none"> <li>The impact of societal change on young people.</li> <li>The role of the media on societal change.</li> <li>How to manage change successfully, including good decision making.</li> <li>That some people experience change in relation to their sexual identity and gender.</li> <li>The different sexual identities that exist and the reality and myths surrounding sexual identity and gender</li> <li>How to access advice and support around sexual identity and gender.</li> <li>The physical changes that they have experienced so far and how that can affect self-esteem and mental health.</li> <li>How changes in family can affect them and their future relationships.</li> </ul>
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			inequality has on individuals		cell therapy and organ donation	relationships have on children <ul style="list-style-type: none"> <li>• How to critically evaluate a relationship and their own role in it</li> <li>• How to discern between the truth in a relationship and otherwise, including 'fake news' and social media</li> <li>• How to analyse how the media portray relationships and the potential damage that this portrayal causes</li> <li>• The patterns of abusive relationships and the law around them.</li> </ul>	<ul style="list-style-type: none"> <li>• How to access support and advice if they have any issues relating to changes they are experiencing.</li> </ul>
<b>Developing and Securing</b> (Typically year 11 age-related level)	<b>Year 11</b>	Pupils will know: <ul style="list-style-type: none"> <li>• What becoming an adult means and the legislation that affects them</li> <li>• The law around age limits, consent, marriage and civil partnerships.</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>• that they are in control of changes in their life and appreciate that the decision to implement change can be challenging</li> <li>• some of the financial pressures that come with</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>• How to manage anxiety</li> <li>• How to use solution focused thinking</li> <li>• The importance of sleep and relaxation to physical and mental health</li> <li>• Their financial goals</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>• How to manage anxiety and stress.</li> <li>• How to deal with exam pressure, maintaining concentration strategies, and having a work-life balance</li> <li>• The importance of sexual health,</li> </ul>	Pupils will know: <ul style="list-style-type: none"> <li>• The different stages of intimate relationships.</li> <li>• The positive and negative connotations of sex.</li> <li>• How to protect their sexual health.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Why coercive control, sexual harassment and sexual violence in relationships is unacceptable and the legal consequences of such behaviour.</li> <li>• The law on internet use and pornography</li> <li>• The law on possession and supply of drugs, tobacco and other substances</li> <li>• The legal consequences of breaching the Equality Act</li> <li>• The correct steps to take in a range of emergency situations</li> </ul>	<p>increasing independence and into adulthood</p> <ul style="list-style-type: none"> <li>• Their own personal skills and feel proud of who they are</li> <li>• whether their long term relationship aspirations differ from those expected of them from others e.g. family or friends, and how to manage this to maintain healthy positive relationships</li> <li>• ways they can build their own resilience to face potential challenges in the future</li> <li>• And reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this</li> <li>• how to develop skills and relationships that will help them achieve their goals</li> </ul>	<ul style="list-style-type: none"> <li>• What skills and attributes they need in order to achieve their financial goals</li> <li>• How to manage their finances including how to budget.</li> <li>• The risks and consequences of getting into debt</li> <li>• Where to seek advice and support for financial issues.</li> <li>• What their dream job might be and the skill set that they require in order to follow their chosen career path, including how that may change as their career develops.</li> <li>• What their dreams and goals are in relation to long-term relationships.</li> <li>• What choices they have in terms of the different legal arrangements for relationships</li> <li>• What challenges and opportunities exist when</li> </ul>	<p>hygiene and self-examination in order to be healthy.</p> <ul style="list-style-type: none"> <li>• How to reduce their risk of STIs.</li> <li>• How to manage sexual pressure.</li> <li>• The choices available in relation to contraception</li> <li>• The key facts about fertility and pregnancy.</li> <li>• Pregnancy choices including adoption, abortion and bringing up a baby.</li> <li>• The financial implications of having a baby.</li> <li>• The range of risks associated with unhealthy sexual relationships.</li> <li>• A range of ways to avoid high risk situations in relation to sex.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a spectrum of gender and sexuality</li> <li>• That sexuality is different from gender diversity</li> <li>• That for some people gender identity and sexuality is fluid and for others it is fixed.</li> <li>• That LGBT+ people have rights and protection under the Equality Act.</li> <li>• The challenges that "coming out" brings and that choosing when and whether to do so is a personal choice</li> <li>• That LGBT+ media stereotypes exist in the media.</li> <li>• Strategies to deal with relationships that are unhealthy.</li> <li>• How to recognise behaviour in a relationship that is illegal and how to report it.</li> <li>• Why honour-based violence and forced marriage is</li> </ul>	
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				<p>becoming a parent</p> <ul style="list-style-type: none"><li>• What successful parenting consists of.</li><li>• When an appropriate time to start a family may be</li><li>• What relationships and lifestyles are essential to raising children successfully?</li><li>• How to identify possible barriers to their dreams and goals.</li><li>• How to manage when things go wrong.</li></ul>		<p>unacceptable and illegal.</p> <ul style="list-style-type: none"><li>• What FGM and breast ironing is and why it is illegal.</li><li>• What hate crimes against LGBTQ+ people are and why they are unacceptable and illegal.</li><li>• How to report honour-based crimes or hate crime against LGBTQ+ people.</li></ul>	
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# Curriculum Map- PSHE

## The Journey Starts

A pre-7 assessment is undertaken to determine a pupils prior learning in PHSE



## Being Me in My World

Pupils will know what influences them and their emotions. What healthy friendships look like and how to keep themselves safe online.



## Celebrating Differences

Pupils will know what prejudice, discrimination and stereotypes are. They will know how they can be assertive and how to challenge influences, negative behavior and attitudes. Pupils will know what The Equality Act is and what it protects as well as acknowledging other people's attitudes and values.



KS3  
Emerging

Knowledge  
Check

Autumn  
1

Autumn  
2

Knowledge  
Check



These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

## Relationships

Pupils will know the characteristics and benefits of supportive, positive and strong relationships. They will know what their rights and responsibilities are within relationships and what consent means.



Knowledge  
Check

Spring  
2

Spring  
1



## Dreams and Goals

Pupils will identify their dreams and goals and will know the skills that may benefit these in the future. They will know how to overcome setbacks and mistakes (realising that dreams and goals may change). Pupils will know how to make sensible choices around friendships, substances and weapons. They will know some emergency first aid.

## Healthy Me



Pupils will know to help themselves when they feel stressed/ emotional and know how to deal with their triggers. Pupils will understand the role of healthy lifestyle choices, how substances affect the body and the role of vaccinations.

Summer  
1

Summer  
2

Knowledge  
Check



## Changing Me

Pupils will know and understand the changes that happen in puberty and where to access help. They will know how this relates to how a baby is conceived naturally and via other avenues (IVF). Pupils will know how healthy family relationships and effective parenting relate and the effect that the media can have on a person's self esteem/ body image.





# Curriculum Map- PSHE

## Being Me in My World

Pupils will know how they view themselves and others and what influences this. They will know how important respect is and managing expectations. They will know what marriage is and what protected characteristics are.



## Celebrating Differences



Pupils will know what it means to live in a diverse community and what injustice and equality exists in society. Pupils will know how to stand up to bullying and the different types of bullying that exist. They will learn about organ and blood donation.



## Dreams and Goals



Pupils will know what their long-term goals are and how to achieve them. They will know how to manage finances and how to take care of themselves online. They will know how to look after their own mental health.

## Relationships



Pupils will know the importance of having a positive relationship with themselves and what can affect this. They will know how to manage a range of relationships and what unhealthy relationships look like and what resources there are to support them.



*These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made*



## Healthy Me



Pupils will know the importance of long-term physical health and their own responsibilities around this. They will know the dangers of substances and the law in regards to their use. They will know how vaccinations and immunisations affect their health.



## Changing Me

Pupils will know about the types of intimate relationships that exist and the behaviours that exist in healthy relationships. They will know what pornography is and the dangers and risks associated with alcohol.







# Curriculum Map- PSHE

## Being Me in My World

Pupils will know that people have different perceptions about intimate relationships and how they can be exploited. They will know that risky behavior can be influenced by others and the problems that peer approval can cause. They will develop their knowledge on what influences their self-identity



## Celebrating Differences



Pupils will know about the Equality Act and what prejudice, discrimination and harassment are. They will know how language can be negative and what bullying in the work place is. They will know what the law says about bullying and hate crimes.

KS3  
Securing

Knowledge  
Check

Autumn  
1

Autumn  
2

Knowledge  
Check



## Dreams and Goals



Pupils will know their personal strengths and how their option choices fit into their career plans. They will know how to plan smartly. They will know how their online presence affects their employability. Pupils will know the difference between physical and mental health, what are some mental health issues and all the things that can negatively influence a person's mental health.

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made



Knowledge  
Check

Spring  
2

Spring  
1

## Healthy Me



Pupils will know that there are misperceptions about young people's health choices. They will know all of the negative effects that some substances can have on their health and what the law says about these. They will also know what to do in an emergency situation including first aid, CPR and those involving substances.

Summer  
1

Summer  
2

Knowledge  
Check



## Changing Me

Pupils will know how to build resiliency and to manage some of the changes that they are experiencing. They will know some of the stigma around mental health and how to challenge it. They will know how a person's mental health can be affected and recognize their own triggers and what strategies are effective in helping their own mental health.



## Relationships

Pupils will know what risks exist in intimate relationships and the importance of contraception and sexual health. They will know that sex and sexual relationships can be falsely portrayed in pornography and the media. They will also know what healthy relationships are and about power and control in relationships.





# Curriculum Map- PSHE

## Being Me in My World

Pupils will know their human rights living in the UK and the differences that exist for people living around the world. They will know about loss in relationships and risks to their personal safety. Pupils will know the impact of social media on their culture and identity and the risks and threats to online safety.



## Celebrating Differences



Pupils will know what the Equality Act is and what rights and responsibilities link with it in society and in the workplace. They will know the consequences that inequality has on individuals along with the benefits of living in a multicultural society.

KS4  
Emerging  
and  
Developing

Knowledge  
Check

Autumn  
1

Autumn  
2

Knowledge  
Check

## Dreams and Goals



Pupils will know the importance of healthy relationships and connections. The importance of work/life balance. They will know the importance of a healthy diet and how blood donation helps others. They will know the impact that debt and gambling has on their finances along with advertising influences. They will know what they need to do to be prepared for the world of work

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

## Relationships

Pupils will know the different types of long-term relationships, what is required to sustain them, the choices that have in relationships and what the risks are when ending a relationship. Pupils will know the impact that healthy relationships have on children and how to critically evaluate their own relationships. Pupils will also know the law around abusive relationships and how to analyse their own relationships.

Knowledge  
Check

Spring  
2

Summer  
1

## Healthy Me



Pupils will know some of the common threats to health and how they can look after themselves and some of the ways that they can check their own health. They will understand how to protect their mental health, how community action and volunteering can help it and some of the common mental health disorders. Pupils will know about the advanced medical techniques and the negative effects that misuse of medications and substances can have.

Summer  
2

Knowledge  
Check

## Changing Me

Pupils will know that change in their family and society affects them and how to manage that change successfully, including the impact that it has on their future relationships. They will know that the media has an impact upon societal change and that change also affects self-esteem and mental health. Pupils will know that some people experience change in relation to their sexual identity and gender and will understand the reality and the myths around this.







## Being Me in My World

Pupils will know what becoming an adult means and the legislation that affects them. They will know the law around age limits, consent, marriage and civil partnerships.

Pupils will know why coercive control, sexual harassment and sexual violence in relationships are unacceptable and the legal consequences of such behaviour. Pupils will know the law on internet use and pornography, possession and supply of drugs, tobacco and other substances and the legal consequences of breaching the Equality Act.

Pupils will know the correct steps to take in a range of emergency situations



KS4  
Developing  
and  
Securing

Knowledge  
Check

Autumn  
1

Autumn  
2

Knowledge  
Check

## Relationships



Pupils will know the different stages of intimate relationships, how to deal with unhealthy relationships and how to protect their sexual health. Pupils will know about the spectrum of gender and sexuality and that LGBT+ people have rights and protection under the Equality Act. Pupils will know why honour-based violence and forced marriage is unacceptable and illegal and what FGM and breast ironing is and why it is illegal.

Pupils will know what hate crimes are and how to report them.



*These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made*

Spring  
1



## Dreams and Goals

How to take care of their physical and mental health and how to use solution focused thinking. They will know what skills they need to achieve their career and financial goals and be knowledgeable about how to manage their finances and to avoid debt. They will know their long-term goals in relation to relationships and the choices they have in those.

They will know the challenges that parenting brings and what being a successful parent looks like. They will know what barriers may exist to their dreams and goals and how to manage when things go wrong.

Spring  
2

## Healthy Me

Pupils will know how to manage anxiety and stress and how to deal with exam pressure. They will know the importance of sexual health, hygiene and self-examination; and the risks around unhealthy sexual relationships including how to avoid high risk situations in relation to sex. They will know what a healthy relationship is and how sex fits into this. They will know about contraception and fertility and all of the choices they have available. They will know about pregnancy and their choices including the financial implications of having a baby.

Summer  
1

Knowledge  
Check



## Assessment and Progress in PSHE

The Trust has established its own attainment descriptors for PSHE in all of its secondary provisions in conjunction with the Jigsaw PSHE online programme. Staff use pupils' work in books, along with summative and formative assessments to inform their judgement of progress every term. Pupils are expected to meet age-related expectations for each topic and progress is measured using the summative descriptors below for each topic. We ask teachers to attribute the level descriptor that is a 'best fit' for each pupil.

Progress is judged using the criteria outlined in the table below:

Above Expected Progress	A pupil displays all of the knowledge and skills in the = band for their chronological age and most of the knowledge and skills in the + band for their chronological age
Expected Progress	A pupil displays all of the knowledge and skills in the – band for their chronological age and most of the knowledge and skills in the = band for their chronological age
Not Met	A pupil does not demonstrate all of the knowledge and skills in the – band for their chronological age

### BIT Level Descriptors for PSHE

Being Me In my World		
KS3 Emerging (Year 7 ARL)	7-	Pupils can talk about their self-identity and how they relate to others both off and online. They can name some ways that make them a unique individual and suggest ways that their online activity has consequences.
	7=	Pupils can compare their self-identity with how they believe others see them. They can explain factors that affect their self-identity, including influential relationships they have, both off and online. They can explain their uniqueness as an individual and some factors that contribute to who they are, including relationships, past events and experiences. They can explain how to maintain positive off and online relationships with others. They can explain the impact of online activity on themselves and others and say how to report any online risk.
	7+	Pupils can evaluate the importance of self-identity and belonging and how people relate differently to themselves and to others. They can explain how to maintain positive online relationships. They can discuss Their growing independence as a unique individual and what has shaped them. They can discuss how others may view them differently and have different expectations of them and justify which of these expectations are fair. They can evaluate the impact of online activity on their own and others' sense of self.

<b>KS3 Developing (Year 8 ARL)</b>	<b>8-</b>	Pupils can give examples of things that can influence a person's identity. They can give some examples of things in their life that have influenced their personal identity. They recognise that their first impressions of others may not be accurate.
	<b>8=</b>	<p>Pupils can explain why a person's identity is complex and what may influence that. T can also explain why this may change over time. I recognise that the factors that influence people's identity can vary according to beliefs and culture. I can see and respect</p> <p>other people for who they are rather than what I assume they should be like. I accept and respect difference and what can influence this.</p>
	<b>8+</b>	Pupils can draw on a range of evidence to support their arguments, they can explain why a person's identity is unique and complex and the range of influences that may affect it. They can explain why a person's identity may change over time and evidence their ideas. They can discuss their growing independence as a unique individual and relate this to the personal choices they make. They can also empathise with others who have different influences on their identity and explain why this could negatively or positively influence their thoughts about them. They can use this to explain why it is important that they try to gain an accurate view of a person so that they respond to them as unique individuals themselves.
<b>KS3 Securing (Year 9 ARL)</b>	<b>9-</b>	Pupils can state ways in which their identity and self-esteem can be influenced positively and negatively by their relationships and choices. They can give examples of risky behaviours and know how to access advice and support if they need to.
	<b>9=</b>	Pupils can explain how groups can be both positive and negative influences and identify what they can do to ensure that they make positive choices to develop as who they are, rather than as who others want them to be. They can explain what some people do to avoid risky behaviours and why others find this difficult. They can explain strategies to resist pressure from others to behave in ways that make them feel uncomfortable and put themselves or others at risk of harm.
	<b>9+</b>	Pupils can discern the positive influences groups can have on them and the potential risks that can arise from negative pressures and influences, giving examples of ways to respond positively to these influences and how they could support others in doing so. They can explain, with examples, how a person's positive or negative self-identity

		can contribute to the choices they make, and suggest ways in which they can support friends who might be more vulnerable to negative influences.
<b>KS4 Emerging and Developing (Year 10 ARL)</b>	<b>10-</b>	Pupils can say what the Human Rights Act means. They can state the stages of grief. They can state the positive and negative effects social media can have and suggest what people can do to keep themselves safe online. They are aware that rights and responsibilities can differ around the world. They know how to access support and advice safely online.
	<b>10=</b>	Pupils can explain why the Human Rights Act is important. Using their understanding of 'netiquette' and the law, they can explain their responsibilities regarding their own internet behaviour. They can recognise how their feelings can affect their behaviour both on and offline. They can identify potential risks to their safety on social media and explain how to engage safely with it.
	<b>10+</b>	Pupils can discern how best to access support with issues of rights and with emotional stress. They can evaluate online risk and the potential impact this can have on them. They can evaluate the extent to which their sense of freedom needs to be tempered by responsibility to themselves and others. They can evaluate the extent to which their online identity is affected by their online behaviour.
<b>KS4 Developing and Securing (Year 11 ARL)</b>	<b>11-</b>	Pupils can outline the legal and moral restrictions on their behaviour, relationships and lifestyle and give examples of what they are legally allowed to do or prevented from doing. They know some basic first aid, how to make someone safe and how to access appropriate help. They can distinguish between safe, risky, legal and illegal activities and what they need to do to keep themselves and others safe.
	<b>11=</b>	Pupils can explain their rights and responsibilities in the context of a range of behaviours and situations that may arise as they move into adulthood. They know how to handle emergency situations responsibly and effectively. They can assess risk in a range of situations that they may encounter as they move into adulthood, and can make informed decisions and choices that will have a positive impact on their life. They can assess an emergency situation, taking into account the emotional state of those involved.
	<b>11+</b>	Pupils can evaluate and discuss legal and moral constraints on people's behaviour, relationships and lifestyle and relate these to potential consequences for individuals and society. They can offer support to friends who are experiencing problems in relation to behavioural, relationship and lifestyle issues, giving informed and reasoned advice to help them recognise and manage risk, signposting them to appropriate sources of information and support.

## Celebrating Difference

<b>KS3 Emerging (Year 7 ARL)</b>	<b>7-</b>	Pupils can say what stereotyping, prejudice and discrimination are and give examples of each. They can state what is and is not bullying. They can say why it is important to respect others. They can take others' thoughts, feelings and circumstances into account in how they manage their relationships. They know how they and others can access help and support if being bullied or suffering discrimination.
	<b>7=</b>	Pupils can explain why different forms of positive and negative prejudice and discrimination happen. They can challenge their own and others' attitudes, values and behaviours. They can explain how difference can be positive. They know the significance of the Equality Act. They can describe different ways to challenge bullying, discrimination and prejudice.
	<b>7+</b>	Pupils can explain how stereotyping, prejudice and discrimination are linked and how they are influenced by a variety of factors, such as personal belief, the impact of the media and societal and cultural influences. They can give informed arguments on these issues to challenge prejudice and discrimination assertively. They can evaluate the effectiveness of different strategies that may support victims of prejudice and discrimination and suggest the possible outcomes.
<b>KS3 Developing (Year 8 ARL)</b>	<b>8-</b>	Pupils can give an example of social injustice and offer suggestions about what they could do to make a positive difference about it. This could be in a local, national or global context. They can give you some examples where they contributing to improving life for themselves and for others.
	<b>8=</b>	Pupils can argue effectively and assertively why social injustice and inequalities are unfair. They can provide personal examples of things they could do to challenge this and constructively improve their community, and how this can have a positive impact on their self-esteem. They can explain the benefits and challenges of living in a diverse society and what they can do to improve life for others as well as for themselves.
	<b>8+</b>	Pupils can argue their own viewpoints to challenge injustice and inequality in relationships, the community and globally, supporting their ideas with a range of evidence and justification. They can evaluate the effectiveness of different things

		they could do to bring about a positive change in their life and that of others in a local, national and global context, challenging inequality and injustice.
<b>KS3 Securing (Year 9 ARL)</b>	<b>9-</b>	Pupils can give an example of prejudice and discrimination and how this could lead to bullying. They can also give examples of positive and negative language and how this can impact on others. They can give you an example of when they have learnt about other people and it has changed their view of them and their behaviour towards them. They can give some examples of the consequences of bullying, prejudice and discrimination and suggest some ways they can protect themselves or others from these situations.
	<b>9=</b>	Using examples, pupils can explain why inequality and discrimination happen, what we can do to challenge them and why it is important to do so. They can explain the importance of language in conveying positive messages to others. They can explain why empathy, having an open mind and being able to personally reflect on their own attitudes and behaviour will assist them to protect themselves and others from discrimination and inequality.
	<b>9+</b>	Pupils can argue their own viewpoints to challenge bullying, discrimination, prejudice and inequality, supporting their ideas with a range of evidence and justification. They can evaluate the effectiveness of different strategies they can use to protect themselves and others from prejudice, inequality and discrimination
<b>KS4 Emerging and Developing (Year 10 ARL)</b>	<b>10-</b>	Pupils can explain the Equality Act and how it protects a range of groups in society from abuses of power and discrimination. They can recognise inequality in a range of personal and societal contexts.
	<b>10=</b>	Pupils can explain what is meant by 'balance of power' in personal and public relations and give examples of the impact abuse of power can have in the lives of individuals and groups. They are able to identify the links between inequality and mental and physical health and suggest strategies to improve outcomes for different groups.
	<b>10+</b>	Pupils can evaluate the extent to which inequality is based on perceptions of 'difference' and assess the effectiveness of different solutions to a range of local, national and global inequalities. They can recognise which groups are likely to

		face barriers to health, wellbeing and equality and can recommend which campaigns for equality are likely to be most effective.
<b>KS4 Developing and Securing (Year 11 ARL)</b>	<b>11-</b>	
	<b>11=</b>	
	<b>11+</b>	

### Dreams and Goals

<b>Dreams and Goals</b>		
<b>KS3 Emerging (Year 7 ARL)</b>	<b>7-</b>	Pupils can give examples of their dreams and goals and suggest how they might change as they get older. They have some idea of what they need to do to achieve their goals. They recognise that their choices will affect whether or not they will achieve their dreams and goals. They can identify some of the steps they might need to take to achieve a dream or goal. They can also identify some potential obstacles that they might face and can suggest ways to overcome them.
	<b>7=</b>	Pupils can explain how internal and external factors might affect their own dreams and goals as they get older. They can explain how choices they make have consequences for achieving their dreams and goals and give examples. They can explain what influences the choices they make. They can explain why they need to take more responsibility for their own choices. They can identify steps for achieving a dream or goal. They can offer a range of strategies that they could use to overcome obstacles. They are beginning to see setbacks and mistakes as opportunities to learn and improve.
	<b>7+</b>	Pupils can evaluate the significance of experiences, both positive and negative, for helping them to make better choices for their future. They can explain the impact their choices may have on their relationships, health and future. They can anticipate potential challenges and plan in advance strategies to help them achieve some of their dreams or goals. They can evaluate these plans and suggest ways they might change and how they could be adapted as necessary. On the whole, they take responsibility for their choices and actions



<b>KS3 Developing (Year 8 ARL)</b>	<b>8-</b>	Pupils can give an example of one of their short-term goals, a medium-term goal and long-term goal, and suggest what they need to do and avoid doing if they are to achieve these. They can give one positive and one negative way in which money can influence their life and say why it is important that they learn to manage their spending. They recognise that choices and decisions they make now can have good or bad consequences on their future life and can state some positive things that they can do to achieve their goals.
	<b>8=</b>	Pupils can explain why it is important that they learn to manage their finances as they get older and how this is important to some of their short-, medium and longer-term goals. They can suggest factors that might maximise or threaten their chances of achieving their dreams and goals, considering how these might change over time. They can justify their views about money and see different points of view that others may have. They can explain what they can do to ensure that their online presence does not interfere with them achieving my goals.
	<b>8+</b>	Pupils can argue with a range of evidence and justification, why money can be a positive or negative influence in a person's life and how that could affect their personal goals. They can evaluate their own strategies for overcoming obstacles or problems when trying to achieve their goals and justify which strategies may be more or less successful. They can empathise with others who have different financial circumstances to their own and can put forward their own viewpoints about the moral issues surrounding money.
<b>KS3 Securing (Year 9 ARL)</b>	<b>9-</b>	Pupils can list some attitudes and beliefs that may help them to achieve their goals and those that might prevent them from doing so. They can show evidence of some SMART planning which could support their life and learning. They can tell you some of the ways they can manage their feelings when they face setbacks, and to help them move forward with their plans.
	<b>9=</b>	Pupils can explain why their mental and physical health are important to realising their dreams and goals, and why having some non-material goals are important for self-esteem. They can show evidence of some SMART planning to support their life and learning and plan for any potential setbacks that could arise. They can suggest ways that people can develop a positive view of themselves and a more confident approach to their future.
	<b>9+</b>	Pupils can discern between helpful feedback and negative criticism and explain how each can affect a person's mental health and their ability to achieve their goals. They can evaluate their own planning and personal strategies for overcoming obstacles or problems when trying to achieve their goals. They can evaluate the effectiveness of strategies



		that promote a positive self-image and can also suggest ways of addressing mental health issues and how these strategies can help a person be better able to achieve their personal dreams and goals.
<b>KS4 Emerging and Developing (Year 10 ARL)</b>	<b>10-</b>	Pupils can state aspects of their relationships and life that help or hinder them in achieving their goals. They can identify the difference between realistic and unrealistic dreams and goals. They know what resilience is and can give examples of how they can build their own and others' resilience.
	<b>10=</b>	Pupils can explain how different lifestyle choices (e.g. health, altruism) can have both positive and negative consequences for their future, and the importance of a balanced approach to life. They recognise the importance of other people and groups in helping them to achieve their goals and raise their aspirations.
	<b>10+</b>	Pupils can explain what will help them to achieve their goals and how their dreams are important in raising their aspirations and sense of purpose. They can set challenging goals for their future and know how their health, relationship and lifestyle choices can help them to achieve these.
<b>KS4 Developing and Securing (Year 11 ARL)</b>	<b>11-</b>	Pupils recognise that their future is more than just a career; it also involves family, social life, money and health. They can state some of their goals in these aspects of their life. They can state some of the potential barriers for each of these and suggest what they can do to overcome them. They can identify some of their personal strengths that can help them to overcome obstacles to them achieving their dreams and goals.
	<b>11=</b>	Pupils can explain how potential stresses in all aspects of their life might seem overwhelming and offer detailed strategies to manage a more balanced lifestyle personally, socially, financially and in terms of health. They feel confident that their skills and relationships will help them to overcome barriers to their dreams and goals and get through stressful, challenging times.
	<b>11+</b>	Pupils can evaluate the strengths and weaknesses of different approaches to managing stress and overcoming disappointment, and can justify the approaches that they think are most beneficial for achieving career, family, social financial and health goals and how these work together for mutual benefit. They can adopt a reflective and self-aware

		approach to achieving their dreams and goals and suggest ways to support those who might struggle in terms of career skills, family planning, financial management and healthy living.
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Healthy Me		
KS3 Emerging (Year 7 ARL)	7-	Pupils can give examples of how feelings influence their health choices and recognise that how they respond to stress will affect their own and others' behaviour. They I know what makes them healthy and what will harm their health. They know that medicines and vaccines can cure and prevent illness, and must be used correctly. They can name some things that they could do to help them feel good, that are not damaging to themselves or others. They know how to access accurate information to help me stay healthy.
	7=	Pupils can explain ways that emotions are linked to physical health and that they play a part in making healthy/ less healthy choices. They understand how healthy/ less healthy choices can affect emotions. They can explain how medicines and vaccines can cure and prevent illness, and why they must be used correctly. They can explain why it is important to express their feelings and manage them positively. They can offer strategies that they could use to help them to make responsible choices. They I can apply these to support others with their choices and decisions.
	7+	Pupils can explain the relationship between emotions and healthy/ unhealthy life choices and how each has an effect on the other. They can evaluate strategies that people could use to help them stay happy and healthy and to reduce risk-taking behaviour. They can evaluate different views about how medicines and vaccines can be used to promote healthier lifestyles. They can justify their thinking about making responsible choices and managing the internal and external pressures that might influence them. They can research appropriate sources of information and distinguish these from those that are not reliable.
KS3 Developing (Year 8 ARL)	8-	Pupils can give examples of responsible choices that they can make to support their physical and emotional/ mental health. They can give an example where a person's emotions could lead to their thoughts and behaviour damaging themselves or others. They can also suggest ways to access support and information so this is less likely to happen.

	8=	Pupils can explain a range of responsible choices that I need to make to support their physical and emotional well-being and how these are linked. They can discuss the impact, positive and negative, that different substances can have on a person's health and well-being, on vulnerable individuals and on society as a whole. They can explain how emotions are linked to thoughts and actions, which can lead to positive or negative lifestyle choices. They can suggest strategies that could be used to support their emotional/mental and physical health, including risk management, and explain why these could be effective.
	8+	Pupils can justify and debate the tension between personal choice and social responsibility for physical and emotional health and why in some circumstances this could be challenging. They can evaluate personal strategies that they could use to support their physical and emotional/mental health and give reasons why some may be more effective than others.
KS3 Securing (Year 9 ARL)	9-	Pupils can say how substances and alcohol can affect decision-making and give examples of potential consequences if this were to happen. They can give examples of strategies that they can use to help them to make safe and healthy lifestyle choices when they are in situations that make this more difficult, and they know how to access support and advice.
	9=	Pupils can give evidence that shows the majority of young people make healthy and safe lifestyle choices. They can also explain some reasons why this may not be the perception of others in their school and wider community. They can express the confidence to make lifestyle decisions to keep themselves safe and physically and emotionally healthy. They can explain how to deal with emergency situations should they arise.
	9+	Pupils can explain a range of measures that they need to take to support their physical and mental health. They can debate why some people choose to make unhealthy/ unsafe lifestyle choices and how this may have consequences for their health and well-being, and that of others. They can explain why being confident and discerning when making lifestyle choices is important and the range of pressures and influences that could be detrimental to these.

<b>KS4 Emerging and Developing (Year 10 ARL)</b>	<b>10-</b>	Pupils can state some of the potential threats to their health both now and in the future and they are aware of the link between mental and physical wellbeing. They can describe how to access support and adopt a range of activities that will improve their physical, sexual and emotional health.
	<b>10=</b>	Pupils can examine and explain factors that can negatively affect their health and wellbeing, both physically and mentally. They can explain how a range of preventative measures can have a positive impact on their life and reduce the risks of physical, sexual and mental illness in the future. They can assess the challenges to healthy living that could confront them now, and in the future, and explain how these could be met most effectively so that they are better able to be responsible for their own physical, sexual and emotional health.
	<b>10+</b>	Pupils can evaluate the lifestyle choices available to them and how they might have an impact on their physical, sexual and emotional health and sense of well-being. They can discuss different ideas and perspectives on physical, sexual and emotional health and justify their own opinions based on evidence. They can explain why the health choices people make are sometimes different from their reasoned opinions.
<b>KS4 Developing and Securing (Year 11 ARL)</b>	<b>11-</b>	Pupils can recognise some key STIs and know about appropriate treatment for them. They can give some examples of behaviours that do not conform to a healthy sexual relationship. They know how to keep themselves and their partner physically and emotionally safe in a sexual relationship. They recognise that healthy relationships are built around mutual respect and choice.
	<b>11=</b>	Pupils can explain how to avoid unwanted consequences in a sexual relationship, and how physical and emotional health are closely linked to responsible choices and mutual respect. They can explain where to go for accurate information, advice and support concerning sexual and reproductive health. They can confidently express my feelings and views about potential physical or emotional harm in relationships and say how they can access support.
	<b>11+</b>	Pupils can assess the health risks in a range of sexual behaviours and relationship choices and suggest ways to manage that risk in a positive way to minimise any harmful consequences. They can justify their own views regarding what constitutes healthy and safe behaviours and relationships, whilst recognising that people have different views and expectations.

## Relationships

<b>KS3</b> <b>Emerging</b> <b>(Year 7 ARL)</b>	<b>7-</b>	Pupils can identify some attitudes, values and behaviours that make a positive or a negative relationship. They can suggest positive ways to deal with conflict in a relationship. They can state the importance of consent in any relationship. They appreciate that relationships change over time. They are aware of appropriate and inappropriate attitudes and behaviours in different types of relationships.
	<b>7=</b>	Pupils can explain a range of feelings that people may experience within different relationships and how these may relate to their behaviour. They can explain why discernment is important in understanding relationships and the importance of respect, consent and authenticity in building positive relationships and resolving conflict. They understand how to behave in a more assertive manner in their relationships to maintain respect, build authenticity and manage their emotions.
	<b>7+</b>	Pupils can explain the complexity of changing relationships and evaluate the attitudes, values and behaviours that contribute to building positive relationships. They can discern between what is and is not appropriate in different relationships and what people can do to build healthy, supportive and respectful relationships in a range of contexts
	<b>8-</b>	Pupils can say why relationships are important and describe different types of relationship, including their relationship with themselves, and how these can vary culturally and on social media. They can recognise different factors that

<b>KS3 Developing (Year 8 ARL)</b>		contribute to a positive or negative relationship. They recognise some things that they can do to improve their ability to build positive relationships with themselves and others.
	<b>8=</b>	Pupils can explain how and why social and other media could influence their view of themselves and their relationships. They can discern between what is and is not appropriate in a relationship, giving examples, and how this can vary according to context. They can suggest ways that they can be more in control of my relationships and emotions and explain how this could be important in maintaining positive and stable relationships in the online world, as well as when they are offline.
	<b>8+</b>	Pupils can evaluate issues of equality, power and coercion in relationships, distinguish how these might vary according to context and culture and justify their views on what makes a positive relationship. They can identify and assess their skills in building positive relationships and evaluate strategies that might help them to manage their relationships more effectively. They can apply this empathetically to other people to support them in their relationships
<b>KS3 Securing (Year 9 ARL)</b>	<b>9-</b>	Pupils explain why it is important to make informed choices when considering having sex. They know that consent is a vital feature of any relationship. They can say what is and is not legal regarding sexual relationships and behaviour on social media. They can explain how they would challenge a person's behaviour if it made them feel uneasy or uncomfortable. They can say why consent is important in relationships. They know when they need to be assertive to keep themselves safe.
	<b>9=</b>	Pupils can explain how power or coercion could be used in online and offline relationships. They can explain why some young people choose to have unprotected sex and why, demonstrating good knowledge of the possible consequences. They can describe issues relating to pornography. They can reflect on their own values and how these contribute to their confidence in making informed, healthy and safe lifestyle choices. They know how someone can keep themselves safe in a sexual relationship and how to access support and advice
	<b>9+</b>	Pupils can discuss, with examples and justification, the health, legal and moral issues facing young people regarding sexual relationships and assess the potential consequences on their lives, health and wellbeing. They can evaluate

		people's options in a range of issues to do with sexual relationships, and assess what is right for them in relation to the law, their personal values and the possible consequences of their actions and choices.
<b>KS4</b> <b>Emerging and</b> <b>Developing</b> <b>(Year 10 ARL)</b>	<b>10-</b>	Pupils can list a range of different types of relationship and group them in order of importance, length and intimacy. They can state what makes a positive relationship and give examples. They can also state what makes a relationship inappropriate and apply this to different types of relationship. They describe something they would do to mend or end a broken relationship. They can tell you how they can access support if a relationship problem is worrying them.
	<b>10</b> <b>=</b>	Pupils can explain why relationships are important in our lives and how they can affect us positively and negatively. They can suggest reasons why some relationships break down and what they can do if this happens to them. They can compare the differences between unhealthy and healthy relationships. They can explain the emotional investment in relationships and what the effect might be (behaviourally and emotionally) when a relationship becomes unhealthy or ends. They recognise what helps to build positive relationships and can identify behaviours and attitudes that can turn them into negative experiences. They can suggest ways to improve aspects of an unhealthy relationship and how to move on from difficult experiences.
	<b>10</b> <b>+</b>	Pupils can critically evaluate the importance of certain emotions in a range of relationships and assess the importance of 'love', appropriately understood, in their own relationships. They can discern between genuine and superficial relationships and when each is appropriate. They feel confident to support a friend who is experiencing difficulties in a relationship, giving sensitive and sensible advice and signposting them to appropriate external advice and support. They can solve multifaceted relationship dilemmas and offer a range of different strategies that could be used.
<b>KS4</b> <b>Developing</b> <b>and Securing</b> <b>(Year 11 ARL)</b>	<b>11-</b>	Pupils recognise that people have different preferences regarding sexual relationships and that what is most important is mutual consent and respect. They can state why some culturally based practices such as FGM are unacceptable and illegal. They can tell you the difference between relationships in the media and those that happen in real life. They can understand different gender identities.
	<b>11</b> <b>=</b>	Pupils can describe a range of ways in which gender identity can be experienced and expressed and explain what is most important in a relationship in terms of the well-being and needs of both parties. They can explain why equalities need to be protected and why some practices are not legal. They can apply their knowledge and understanding of the issues involved in close sexual relationships to choices and decisions in their own relationships. They can explain why

		respect is essential to developing a range of healthy relationships. They can suggest a range of ways to access support if they are concerned about a sexual relationship.
	<b>11+</b>	Pupils can discern between what is legally allowed or prohibited and what people believe to be morally or culturally permissible, and can evaluate a range of arguments relating to inclusion, equality and human rights. They can empathise with people who have different views to their own about sex, sexual relationships and sexual identity, whilst being able to stand up for what they believe to be right and within the law. They know how they can seek or recommend sources of advice and support in issues of equalities in relationships.

### Changing Me

<b>KS3 Emerging (Year 7 ARL)</b>	<b>7-</b>	Pupils can state the basic facts of puberty and pregnancy and state some of the potential issues of growing up in the modern world, including potential abuse. They know how to access advice and support. They appreciate that their feelings will change as they develop and that they can get support and advice to help them.
	<b>7=</b>	Pupils can explain how physical changes in puberty can affect mood, self-esteem and self-image. They can explain different ways of producing a baby and how different types of family roles can support healthy relationships. They can argue why certain actions count as abuse. They know how to maintain a positive view of the changes they are going through and how to build their self-esteem through their supportive relationships.
	<b>7+</b>	Pupils can evaluate the impact and challenges of changes in adolescence and explain how young people can cope with these, by accessing appropriate advice and support. They are able to discern between those things that help to build their self-esteem and those which threaten it. They are aware of their emotions, what causes them and what they can do to maintain a positive self-image. They have strategies to access appropriate support to stay positive and boost their self-esteem.
<b>KS3 Developing (Year 8 ARL)</b>	<b>8-</b>	Pupils can state the basic facts of puberty and pregnancy and state some of the potential issues of growing up in the modern world, including potential abuse. They know how to access advice and support. They can describe physical and emotional attraction and suggest appropriate age-related behaviours in a close, romantic relationship.



	<b>8=</b>	Pupils can explain the difference between a crush and a deeper romantic relationship. They can explain the potential risks and impact pornography and alcohol can have on an intimate relationship. They can explain how to build a positive romantic relationship, what might prevent this and how someone can access support if they are concerned about a relationship.
	<b>8+</b>	Pupils can discuss the process of developing a deeper romantic relationship and how this differs from other types of intimate relationships. They can identify and assess a range of positive or negative behaviours and attitudes and their potential impact on the development of the relationship. They can distinguish physical and emotional attraction from sexual desire, and evaluate the potential negative impact of some behaviours on the development of healthy and positive romantic relationships, suggesting how these can be resolved.
<b>KS3 Securing (Year 9 ARL)</b>	<b>9-</b>	Pupils can list ways in which change can affect their mental health and can state some things they can do to cope with change. They can describe some of the things they have learnt about themselves that will help them to manage change.
	<b>9=</b>	Pupils can explain what resilience is, how it helps us cope with change and what people can do to develop greater resilience. They can explain how change can be perceived as either negative or positive and suggest ways to deal with the negative and emphasise the positive aspects. They can reflect on the skills they need to develop to enhance their resilience and can recognise how to be more in control of the changes in their life and of their responses to change.
	<b>9+</b>	Pupils can evaluate the impact of certain life events on someone's mental health and relate this to the experiences of change in adolescence and how this can affect teenage mental health. They can assess the effectiveness of certain strategies to address the stress caused by change, and the best ways to access support and advice. They can evaluate the potential impact of change on a person's life and health, and assess the effectiveness of different strategies for dealing with change and reducing the stress it can cause.
<b>KS4 Emerging</b>	<b>10-</b>	Pupils recognise changes they have gone through and the effect they have had on themselves and those close to them. They can list ways society has changed recently and give some reasons for these changes. They can describe

<b>and Developing (Year 10 ARL)</b>		issues concerning gender identity. They can list sources of advice and support for young people. They recognise that change is inevitable and give examples of how they have managed change. They can list some strategies that help manage change.
	<b>10=</b>	Pupils can explain factors that influence change in a range of contexts and how change can affect the people involved, especially young people. They can discuss gender issues thoughtfully in an informed way and appreciate the complexity of the issue. They can apply their understanding of change management to the emotional and physical changes that occur in adolescence and use this to suggest strategies for coping with change.
	<b>10+</b>	Pupils can explain the links between social change and people's attitudes and ways of life. They can explain what influences our decisions and identify what kind of decisionmaker they are. They can evaluate the impact of change in a range of contexts on society and on individuals and express a reasoned and informed opinion about the value of those changes in people's lives.
<b>KS4 Developing and Securing (Year 11 ARL)</b>	<b>11-</b>	
	<b>11=</b>	
	<b>11+</b>	