

Personal, Social, Health
and Economic (PSHE) Education Policy

Congleton High School



Approved by:	Julie Boulton
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1. Aims

The aims of Personal, Social, Health and Economic (PSHE) education at Congleton High School are to help students:

- Develop the knowledge, understanding and skills needed to make informed, safe and responsible decisions throughout their lives.
- Build confidence, resilience and self-awareness, enabling them to overcome challenges and thrive in an ever-changing world.
- Foster curiosity about themselves, others and the world around them, encouraging critical thinking, reflection and lifelong learning.
- Understand how to maintain positive physical, mental and emotional wellbeing and know how and when to seek support.
- Develop healthy, respectful and inclusive relationships, recognising the importance of empathy, equality, kindness and mutual respect.
- Become active, responsible and socially aware citizens who contribute positively to their school, local community and wider society.
- Understand and appreciate diversity, challenging discrimination and promoting inclusion within a modern democratic society.
- Develop an understanding of democracy, citizenship, British values and the importance of having a voice in society.
- Explore future career pathways, develop employability skills and raise aspirations so that they can fulfil their potential.
- Become reflective individuals who understand their strengths, learn from experiences and take ownership of their personal development.
- Develop the confidence and courage to make positive choices, manage risk effectively and respond appropriately to the opportunities and challenges of modern life.
- Understand their responsibilities towards the environment and wider global community, encouraging stewardship and sustainable decision-making.

Relationship to School Ethos and Values

Our PSHE curriculum is rooted in the ethos of "Together in the Pursuit of Excellence" and reflects the school's values of Curiosity, Courage and Ambition. Through a broad, inclusive and progressive curriculum, we seek to empower students to become confident, resilient and responsible individuals who are prepared for life beyond school. We encourage students to explore the world with curiosity, face challenges with courage, and pursue their ambitions with purpose, while demonstrating respect for themselves, others and the communities in which they live. Through PSHE education, students are supported to become active citizens who make positive contributions to society and are equipped to flourish in their future lives. Through this CARE curriculum (Curiosity, Ambition, Resilience and Empowerment), students are encouraged to CARE about themselves, others, the school community, their local community, society and their environment

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- o We must teach health education under the same statutory guidance
- o We must teach relationships, sex and health education (RSHE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships, sex and health education, as set out in the statutory guidance (linked to above).

Refer to our RSHE policy for details about what we teach, and how we decide on what to teach, in this subject. RSHE Policy September 2026. Parents are informed of what their child will learn about in each half term and consulted on the PSHE / CARE curriculum at key points in the year, for example prior to and on our Parent Information Evenings.

For other aspects of PSHE, including health education, see Appendix 1 for more details about what is taught in each year.

For what the National Curriculum requires us to cover in secondary schools, please see Appendix 2.

3.2 How we teach it

The PSHE spiral curriculum model is underpinned by three key principles:

- **Cyclical learning:** Students revisit topics multiple times throughout their school journey.
- **Increasing depth:** Each revisit deepens understanding and introduces greater complexity.
- **Building on prior knowledge:** Students connect new learning to what they already know, strengthening their understanding over time.

Teachers ensure that students' voices are heard, encouraging curiosity, questions, and active participation. The curriculum aligns with the PSHE Association's We've Got It Covered Programme of Study and incorporates additional PSHE compliant resources, including Unifrog and Oak National Academy.

PSHE is delivered through a range of contexts, including timetabled lessons, tutor time, school trips, assemblies, and sessions led by external speakers such as Change, Grow, Live,

the Police, Fire and Rescue Service. At Congleton High School, we take pride in offering a comprehensive Personal Development programme that prepares students for life beyond school, enabling them to work together and strive for excellence in all they do.

The CARE / PSHE curriculum includes RSHE, Health and Wellbeing, Living in the Wider World, Careers and Enterprise, and Citizenship. Essential skills are embedded throughout, ensuring consistent development over time.

Personal Development (CARE) Curriculum Implementation Statement

Personal Development at Congleton High School is delivered through our CARE Curriculum and is embedded across the wider school experience. It is achieved through:

- Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE)
- Careers Education, Information, Advice and Guidance (CEIAG)
- The wider school curriculum
- Assembly and registration programmes
- Extra-curricular opportunities, including the House system
- Student leadership opportunities

The PSHE curriculum, delivered through CARE, is implemented as an engaging, reflective and skills-based programme that supports students' holistic development alongside their academic learning. Lessons are designed to promote discussion, teamwork, and critical thinking through a range of practical and creative activities. These experiences enable students to apply their learning to real-life contexts and develop as informed, responsible members of their community.

The CARE curriculum is underpinned by evidence-informed teaching approaches that prioritise reflection, evaluation, and the development of essential lifelong learning skills. Students are supported to understand not only what they are learning, but why it matters, enabling them to build self-awareness, resilience, and independence. Regular opportunities for retrieval, discussion, and metacognitive thinking support long-term understanding and sustained personal growth.

Spiritual, Moral, Social and Cultural (SMSC) development is central to the Personal Development / CARE curriculum. Students are supported to develop their wellbeing and personal identity through mindfulness, reflection, and goal setting. They explore moral and ethical issues, including the law, equality, discrimination, and responsible decision-making. Social development is fostered through learning about healthy relationships, communication, and positive contributions to society. Cultural awareness is enhanced through the exploration of diversity, global citizenship and fundamental British values, promoting respect and tolerance.

Learning is structured through thought provoking lessons that guide students through their curriculum journey, with lessons incorporating both discussion and independent reflection. There is a strong focus on equipping students with practical strategies to manage real-life situations, alongside clear and unbiased guidance on how and where to access support. Collaborative learning is a key feature, enabling students to deepen their understanding and apply knowledge beyond the classroom. Lessons will be reviewed by our SEND team who will adapt resources as necessary to enable all students to access learning.

The CARE curriculum also plays a vital role in developing transferable “soft skills” such as communication, teamwork, critical thinking, and confidence. These skills are essential for success in further education, employment, and adult life. The curriculum complements the wider school provision by preparing students for future pathways and ensuring they are well equipped to engage positively with society.

The curriculum is delivered through 18 one-hour Personal Development / CARE lessons and 18 30-minute registration sessions across the academic year. This is further enriched by contributions from expert external speakers, the tutor time (CARE) programme and assemblies with strong PSHE themes. Content is responsive and incorporates relevant national events, as well as addressing emerging local, national and cohort-specific issues and is delivered in an unbiased way. Staff are regularly asked if there is anything that they feel uncomfortable about teaching and alternative arrangements will be made where appropriate.

In addition, the school’s extra-curricular programme and student leadership opportunities provide further meaningful experiences that enhance students’ personal development.

Personal Development (CARE) - Measuring Impact

Our Personal Development (CARE) programme is built to nurture confident, reflective and ambitious young people. We measure our impact through student voice, reflection activities, the lived ethos of our school, and the career pathways our students choose as they move into adulthood. These indicators help us understand not only what students learn, but who they are becoming.

Through discussion sessions, tutor-led lessons, and opportunities to engage with external speakers, we provide meaningful experiences that shape students’ character, curiosity and confidence. We trust that the influence of these opportunities will be visible in their behaviour, their relationships, and the choices they make long after they leave our school.

Our approach is guided by the CARE principles, which result in students developing the following qualities and behaviours they need to thrive:

Courage

- Having the bravery to try, fail, learn, and try again.
- Stepping forward even when it feels difficult.
- Speaking up for oneself and others.
- Facing challenges with confidence.

Ambition

- Believing in one's own potential and setting meaningful goals.
- Aiming high and working towards one's dreams.
- Taking pride in one's progress.
- Keeping moving forward with purpose.

Reflection

- Thinking about choices, progress, and next steps.
- Understanding strengths and areas for growth.
- Learning from experiences.
- Having courage in decisions taken.

Exploration

- Staying curious about the world, others, and oneself.
- Asking questions and seeking new ideas.
- Embracing learning opportunities.
- Discovering what inspires us.

Together, these values shape a culture where students grow into inclusive, ambitious, resilient, motivated and self-aware individuals. The true impact of our personal development programme will be seen not only in their time at school, but in the lives they lead— the opportunities they take, how they contribute to their communities, pursue their ambitions, and navigate the world with curiosity, courage, and ambition.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- o Delivering PSHE in a sensitive way
- o Modelling positive attitudes to PSHE
- o Monitoring progress
- o Responding to the needs of individual pupils

The member of SLT with strategic oversight of Personal Development Lead is Julie Boulton and our Personal Development Lead is Adam Barrass.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Julie Boulton through:

- Work and planning scrutiny, learning walks, pupil voice
- This policy will be reviewed annually by Julie Boulton, Assistant Headteacher, and Strategic Lead for Personal Development. At every review, the policy will be approved by Local Governing Board.

6. Links with other policies

This policy links to the following policies and procedures:

- o Relationships, Sex and Health Education (RSHE) policy
- o RBFL - Behaviour policy
- o Teaching and Learning Policy



APPENDIX 1 – PSHE CURRISULUM AT CHS			
YEAR GROUP	TERM	THEME	TOPIC DETAILS
Year 7	HT1 - Autumn 1	Health and Wellbeing	Registration - What is Personal Development - CARE principles
			How to improve study skills - memorisation and British Values
			How to manage identify, express and manage emotions in a constructive way - kindness and empathy (MW1) (MW7) (RR2) (RR5)
			Thriving in Secondary school - How to manage the challenges of moving to a new school - independence and responsibilities (MW4) (MW6) (WM7) (F6)
			Establishing and managing friendships (RR1) (RR7) (RR5)
			Personal safety strategies and travel safety e.g. road, rail and water (PS1) (BS4)
			Support networks (RR5) (RR6) (BS16)
			How to respond in an emergency situation (BFA2)
Year 7	HT2 - Autumn 2	Living in the Wider World	Introduction to Unifrog
			Unifrog - Identification of personal strengths and areas for development / exploring careers (Careers education)
			Link between career options and values, including British Values (Careers education)
			What is diversity? Protected Characteristics (RR2) (RR9)



			Equality of Opportunity (RR2) (RR9)
			How to be enterprising
			Reflection and assessment
			Reflection and assessment
Year 7	HT 3- Spring 1	Relationships	Identity, rights and responsibilities - living in a diverse society - Protected characteristics recap (RR2) (RR9)
			What are stereotypes, prejudice, and discrimination? (RR9)
			How to challenge prejudice, stereotypes and discrimination (RR9)
			Signs and effects of bullying including online (RR6) (WO3) (OSA10)
			How to respond to bullying, including online and how to support others (RR6) (WO3) (OSA10)
			Reflection and assessment
Year 7	HT4 - Spring 2	Health and Wellbeing	How to make healthy lifestyle choices - diet, physical activity and sleep (PHF1) (PHF3) (HE1) (HE2) (HPP6) (MW2)
			How to make healthy lifestyle choices - dental health and personal hygiene (HPP1) (HPP2) (HPP4) (HPP5)
			How to manage influences relating to caffeine, smoking and alcohol (DATV1) (DATV3) (DATV6) (DATV7)
			FGM and how to access help and support (BS13)



			Managing physical and emotional changes during puberty e.g. understanding menstruation (DB1) (DB2) (DB3)
Year 7	HT5 - Summer 1	Relationships – Building Relationships	How to develop self-worth, self-esteem and self-efficacy (RR3)
			Qualities and behaviours relating to different types of healthy versus unhealthy relationships and recognising these (RR1) (RR3) (ISR3) (F8)
			How to challenge media stereotypes with regard to relationships (RR11) (RR12) (WO2)
			How to evaluate expectations and for romantic relationships (RR1) (RR3) (ISR3)
			Consent and how to seek and assertively communicate consent - recap (RR8) (RR10) (BS1)
			The importance of friendship and changing friendships (RR7) (RR5) (MW3)
			Reflection and assessment
Year 7	HT6- Summer 2	Living in the Wider World	How to make safe financial choices - saving, budgeting and debt (Not statutory RSHE)
			Ethical and unethical business practices and consumerism (Not statutory RSHE)
			Making financial choices - value for money (WO4)
			Risk versus Reward (PS1) (PS2) (PS3) (WO4)
			Reflection and assessment



Year 8	HT1 - Autumn 1	Health and Wellbeing	Habit versus dependence (DATV1) (MW9)
			Study Skills and Memorisation - Topic - Citizenship - British Values - link to habit
			Overconsumption of energy drinks (DATV1) (HE2)
			Vaping, E-cigs, recreational drugs, alcohol and nicotine (DATV5)
			Medicinal drugs - using safely (DATV5)
			Influences and Substance use - resisting these (DATV1) (DATV4) (PS2) (PS3)
			Laws around substance misuse and consequences (DATV1) (DATV2)
			Support for substance misuse/ promoting positive attitudes and social norms (DATV4)
	HT2 - Autumn 2	Living in the Wider World	Recap on British values - how are laws made? Link to workplace (Not statutory RSHE)
			Protected characteristics / equality of opportunity in life and work - challenging stereotypes and expectations that limit choices (RR2) (RR9)
			What is a good employer? What is a good employee? Rights versus responsibilities (Not statutory RSHE)
			Challenging inequality and harassment in the workplace (RR2) (RR9)
			Role of volunteering / being an active citizen - benefits to self and others (MW2)
			Employment and self-employment - differences / laws / CV - transferable skills needed for both (Not statutory RSHE)



HT 3- Spring 1	Relationships	Reflection and assessment
		Developing self-worth and confidence (RR3)
		Group think and persuasion including online (OSA1) (OSA3) (PS2)
		How to manage influences on beliefs and decisions - tackling peer pressure (PS2) (PS3) (BS2)
		Hate crime in the UK: - What is the law? / Recap on protected characteristics / link to LGBTQ (transphobia and sexual orientation) / Recognising and challenging (RR9)
		Race / Religion - Link to Holocaust (RR9)
		Reflection and assessment
HT4 - Spring 2	Health and Wellbeing	Daily wellbeing - What is a healthy / unhealthy lifestyle? (PHF1) (HE1)
		Attitudes towards mental health / body confidence (MW1) (MW4)
		Water Safety (PS1) (BS4)
		Challenging myths and stigmas relating to emotional wellbeing (MW1) (MW4) (MW5)
		Healthy and unhealthy coping strategies (MW5) (MW7)
HT5 - Summer 1	Relationships - Building Relationships	Recap on identity - e.g. gender, sexual orientation, class (RR1) (RR3)
		Recap on consent - laws around consent / harmful sexual behaviour (RR8) (BS1) (BS5) (BS6) (BS7)
		Mental Health Awareness Week (MW2) (MW4)



			What makes a healthy / unhealthy relationship? (RR1) (RR3) (ISR3) (F8)
			Practicing safe sex - contraception (ISR6) (ISR12)
			Sexting (OSA4) (OSA5) (OSA6)
			Reflection and assessment
	HT6 – Summer 2	Living in the Wider World – Financial Decision Making	How to recognise bias and misinformation online (WO5) (OSA3)
			Online financial harms - managing risk - gambling and micro transactions (WO4)
			Media literacy - interpreting information online / using online networks safely (know age restrictions) (WO5) (OSA3) (OSA1)
			How to critically assess different media (WO5) (OSA3)
			Radicalization / Extremism (RR4) (RR9) (RR12) (OSA8)
			Reflection and assessment
			Recognising harmful online content and how to report (OSA6) (OSA8) (OSA11) (WO7)
Year 9	HT1 - Autumn 1	Health and Wellbeing	Recap on Group Think
			Study Skills and Memorisation - Topic - Citizenship - British Values
			What makes a healthy relationship? (RR1) (RR3) (ISR3) (F8)



			How to recognise passive aggressive and assertive behaviour and how to communicate assertively (RR5) (RR8)
			Assessing and managing risks and managing influences including online (PS1) (PS2) (PS3) (OSA2) (OSA4)
			Knife Crime and Gangs (PS5) (PS6) (BS11)
			Gangs – follow up (PS6) (BS11)
			Alcohol and drugs – risks, addiction, dependence and positive norms (DATV1) (DATV4) (MW9)
	HT2 - Autumn 2	Living in the Wider World	Recap - What is a skill? What is a quality? What are transferable skills?
			Teaching how to research careers / entry requirements for courses. Preparing for options - Tracking back - Unifrog / UCAS / A Levels / Colleges / GCSE Options
			Recap on Employment and Careers - Transferable Skills
			Work Experience Project Launch
			Managing feelings relating to the future – employment skills for decision making (MW6)
			Work Experience Project Day - Day 1
			Reflection on Work Experience Project Day - Day 1
	HT 3- Spring 1	Relationships	Different types of families and parenting, including single parents, same-sex parents, blended families, adoption and fostering (F1) (F2) (F3) (F4) (F7)
			Positive relationships in the home (F2) (F7) (F8)



			Conflict and causes in different relationships (family/friends) and conflict resolution strategies (RR5) (RR7) (F8)
			How to access support services (RR5) (RR6) (BS16) (ISR11)
			How to manage relationship and family changes including separation and divorce (F6)
			Young carers (F6)
	HT4 - Spring 2	Health and Wellbeing	Healthy lifestyles – the relationship between physical and mental health (PHF1) (MW2)
			Taking responsibility for health – making independent health choices (HPP3) (HPP8)
			Healthy lifestyles – achieving balance (PHF1) (HE1) (MW2)
			Learn how to make informed healthy eating choices (HE1) (HE2) (HE3)
			Managing influences on body image and self-esteem / self-examination for cancers (WO2) (HPP4)
	HT5 - Summer 1	Relationships	Myths and misconceptions relating to consent, right to withdraw, consent and capacity to consent (RR8) (BS1)
			Readiness for sexual activity – choice to delay sex, enjoy intimacy without sex (ISR2) (ISR3)
			Consequences of unprotected sex – pregnancy (ISR7) (ISR9)
			Consequences of unprotected sex – STIs, condoms and safer sex (ISR6) (ISR8) (ISR9)
			Securing personal information online (OSA4) (OSA12) (OSA13)



			Sex, relationships and the media (RR11) (RR12) (OSA11)
			Reflection and assessment
	HT6- Summer 2	Living in the Wider World	Strategies to support progress – Revision and habits (MW7)
			What is an entrepreneur? / Skills for employment and entrepreneurship (RR3) (MW7)
			Working, earning and managing money – employment rights and responsibilities including managing personal brand online (OSA1) (OSA4)
			How to give and act on constructive feedback (RR5)
			Summer Market Prep - link to entrepreneurship / employability skills
			Summer Market Prep - link to entrepreneurship / employability skills
			Customer service skills – how to look after customers / managing relationships in the workplace (RR2) (RR5)
Y10	HT1 - Autumn 1	Health and Wellbeing	Acting on constructive feedback / reframing thinking
			Study Skills and Memorization - Topic - Citizenship - British Values
			Signs of emotional or mental ill health (MW5)
			How to manage challenges during adolescence / strategies to promote mental health and wellbeing (MW4) (MW6) (MW7)



			Portrayal of mental health in the media (MW1) (MW4) (WO2)
			How to access support / treatment (MW5) (RR6) (BS16) (ISR11)
			Challenging stigma / stereotypes / misinformation (MW1) (MW4) (MW5)
			Sexting / nudes / semi-nudes (OSA4) (OSA5) (OSA6)
	HT2 - Autumn 2	Living in the Wider World	Misinformation / finances / cybercrime (OSA14) (OSA3) (WO5)
			How data is generated, collected and shared; influence of targeted activities (OSA12) (OSA13)
			How data is generated, collected and shared; influence of targeted activities
			How to manage and prevent debt, including understanding credit ratings and payday lending (WO4)
			Risks / susceptibility to gambling, thinking errors, gamblers fallacy (WO4) (MW8)
			Relationship between gambling and debt / strategies to manage influences related to gambling, including online (WO4) (MW8)
			How to manage risk in relation to gambling (WO4) (MW8)
	HT 3- Spring 1	Relationships	Myths and assumptions, misconceptions and social norms around sex, gender and relationships; media influence; opportunities and risks of forming relationships online (RR1) (RR9) (OSA1) (OSA2) (RR12)
			Reminder – staying safe online (OSA2) (OSA4) (OSA6)



			Relationship values and the role of pleasure in relationships; recognising and responding to pressure, coercion and exploitation (ISR1) (RR8) (RR10) (BS2)
			Difference between online and face-to-face relationships; consent and reality versus hyperreality (OSA1) (WO2) (RR8)
			Managing the impact of media and pornography on sexual attitudes, expectations and victim blaming (RR11) (RR12) (OSA11)
			Asexuality, abstinence, celibacy / coming out (RR1) (RR3) (ISR3)
	HT4 - Spring 2	Health and Wellbeing	Positive and negative role models / evaluating influence of role models / media impact on perceptions of gang culture (RR12) (PS6)
			Work Experience Week
			How drugs and alcohol affect decision making / impact on personal safety, families and wider communities (DATV4) (ISR10) (PS1)
			How to keep self and others safe and how to seek help for substance use and addiction (DATV4) (BS16) (MW9)
			Revision for mocks - reminders; test on British Values
	HT5 - Summer 1	Relationships	Communities, inclusion, respect and belonging (RR2) (RR4)
			Police – Risks of sending, sharing and passing on images (OSA4) (OSA5) (OSA6)
			How social media may distort, misrepresent or target information to influence beliefs and opinions (WO5) (OSA3) (OSA13)



			Challenging discrimination online (RR9) (OSA10)
			Modern Day Slavery (BS8) (BS16)
			Recognising and responding to extremism / radicalization (RR4) (RR9) (RR12) (OSA8)
			Reflection and assessment
	HT6- Summer 1	Living in the Wider World	CV Writing
			CV Writing
			CV Writing
			Managing a personal presence online - digital footprint and Instagram Generation (OSA1) (OSA4)
			Opportunities for learning and working / continued CPD - courses on Unifrog
			Understanding a payslip
			Responsibilities in the workplace – managing practical problems and health and safety (RR2) (RR5) (PS1)
Y11	HT1- Autumn 1	Health and Wellbeing	Managing the judgment of others (RR3) (MW4) (MW6)
			Balancing unrealistic expectations and ambition (MW4) (MW6) (MW7) (RR3)
			Developing self-efficacy, motivation and self-perseverance (RR3) (MW7)
			Maintaining a healthy self-concept (RR3) (MW4)



			The nature and causes of stress (MW4) (MW6) (MW7)
			Stress management techniques (MW7)
			Balancing time online (WO1) (WO3)
			Positive and safe ways to manage online content (WO1) (WO2) (OSA8)
	HT2 - Autumn 2	Living in the Wider World	How to balance work/life (MW2) (MW6)
			Rights, responsibilities and challenges when working and studying (RR2) (RR5)
			Post 16 options and pathways (Diversity week)
			How to set and achieve SMART targets (MW7)
			Using feedback constructively (MW7)
			Application process, writing CV's, personal statements etc (RR3) (MW7)
			How to maximise employability, including managing online presence and broadening experience (OSA1) (OSA4)
	HT 3- Spring 1	Relationships	Core values and emotions (RR3) (MW1)
			Gender identity, expression and sexual orientation (RR1) (RR3)
			Forms of relationship abuse / signs of unhealthy relationships (BS9) (BS16)
			Accessing support for those in abusive/challenging relationships (RR6) (BS16) (ISR11)



			How to communicate wants and needs / communicating assertively (RR5) (RR8)
			Dealing with unwanted attention (including online) / how to challenge unwanted attention (BS10) (OSA10) (BS16)
	HT4 - Spring 2	Health and Wellbeing	Positive and negative role models / evaluating influence of role models / media impact on perceptions of gang culture (RR12) (PS6)
			Work Experience Week
			How drugs and alcohol affect decision making / impact on personal safety, families and wider communities (DATV4) (ISR10) (PS1)
			How to keep self and others safe and how to seek help for substance use and addiction (DATV4) (BS16) (MW9)
			Revision for mocks - reminders; test on British Values
	HT5 - Summer 1	Relationships	Communities, inclusion, respect and belonging (RR2) (RR4)
			Police – Risks of sending, sharing and passing on images (OSA4) (OSA5) (OSA6)
			How social media may distort, misrepresent or target information to influence beliefs and opinions (WO5) (OSA3) (OSA13)
			Challenging discrimination online (RR9) (OSA10)
			Modern Day Slavery



			Recognising and responding to extremism / radicalization (RR4) (RR9) (RR12) (OSA8)
			Reflection and assessment
	HT6 – Summer 2	Living in the Wider World	CV Writing
			CV Writing
			CV Writing
			Managing a personal presence online - digital footprint and Instagram Generation (OSA1) (OSA4)
			Opportunities for learning and working / continued CPD - courses on Unifrog
			Understanding a pay slip
			Responsibilities in the workplace – managing practical problems and health and safety (RR2) (RR5) (PS1)
Year 12	HT1- Autumn 1	Emotional Wellbeing	Expectations during Registration
			Articulating relationship values and meeting new people respectfully (RR1) (RR5)
			Managing personal safety in new relationships, including online (RR5) OSA1) (OSA2)
			Accessing support for mental health and emotional wellbeing (MM5) (MW7)



			Understanding inclusion and belonging (RR2) (RR9)
			Setting boundaries online and identifying misinformation (OSA1) (OSA3) (WO5)
	HT2 - Autumn 2	Living in the Wider World	Sleep, wellbeing and the teenage brain (MW2) (MW4) (MW7)
			Navigating work, study and careers (RR2) (RR5) (MW6)
			British Values
			Online financial exploitation and financial safety (WO4) (OSA3) (OSA14)
			Alcohol safety and binge drinking (DATV1) (DATV4)
			Human Rights (RR2) (RR4) (RR9)
	HT 3- Spring 1	Relationships	Ending relationships respectfully and understanding forced marriage (RR5) (RR8) (BS12)
			Fertility changes and reproductive health (Those not attending) (DB4) (HPP7)
			Choices about pregnancy and parenthood (ISR7) (F7)
			Recognising harassment and abuse (BS9) (BS10) (BS16)
	HT4 - Spring 2	Health and Wellbeing	Sleep wellbeing (MW2) (MW4) (MW7)
			Work experience conversations and planning



	HT5 - Summer 1	Relationships	Exam support
			UCAS preparation
			Exiting aggressive social situations safely (BS2) (PS1) PS2)
			White Ribbon – violence against women, misogyny, and the manosphere (RR9) (RR12) (BS9) (BS10)
	HT6 – Summer 2	Living in the Wider World	Protecting your finances (WO4) (OSA14)
			Preparation for Work Experience
Y13	HT1- Autumn 1	Emotional Wellbeing	Preparing for Sixth Form
			Relationship values and respecting others (RR1) (RR5)
			Recognising personal strengths and assets (RR3) (MW7)
			Mental health: accessing support (MW5) (MW7)
			Body Enhancements
			Preparing for Exams



			Understanding online misinformation (OSA3) (WO5)
			UCAS/Apprenticeship/Mock Preparation
	HT2 - Autumn 2		Exam Support
			British Values
			Online financial exploitation (WO4) (OSA3) (OSA14)
			Being Responsible during Sexual Activity (ISR1) (ISR6) (ISR7) (ISR8) (ISR9)
	HT 3- Spring 1	Relationships	Understanding forced marriage (RR8) (RR9)
			Fertility changes (DB4)
			Intersectionality, marginalisation and privilege (RR2) (RR9)
			Sexual Health (ISR6) (ISR8) (ISR9) (ISR11) (ISR12)
	HT4 - Spring 2	Health and Wellbeing	Recognising harassment and abuse (BS9) (BS10) (BS16)
			Student Finance (WO4)



			Managing aggressive or unsafe social situations (BS2) (PS1)
	HT5 - Summer 1	Relationships	Protecting your finances and financial independence (W04) (OSA14)
			Drug Use (DATV1) (DATV4) (DATV5) (MW9)

DFE Guidance

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development

	• How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay

	• How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online

- That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI generated imagery). The potentially serious consequences of acquiring or generating images, indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. That sharing indecent images of people over 18 without their consent is also a crime
- How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online
- About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons
- Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong
- That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it
- How information and data is generated, collected, shared and used online

	• That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it

- That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting
- About concepts, laws and where to find support relating to:
 - Sexual violence, including rape and sexual assault
 - Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language
 - Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour
 - Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation
 - Forced marriage
 - The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible
- That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed
- That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury
- That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death
- That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful

	• How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) • About the use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour

	• How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary • The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions • How to critically evaluate which activities will contribute to their overall wellbeing • How to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others • That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones • That stopping smoking can improve people's mental health and decrease anxiety

Wellbeing online	• About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours • About the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt • How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories • About the risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online • About the serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it
Physical health and fitness	• The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health • Factual information about the prevalence and characteristics of more serious health conditions • That physical activity can promote wellbeing and combat stress • The science relating to blood, organ and stem cell donation
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease • The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease

	• About the impacts of alcohol on diet and unhealthy weight gain
Drugs, alcohol, tobacco and vaping	• The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health • About the law relating to the supply and possession of illegal substances • About the physical and psychological risks associated with alcohol consumption • What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England • How to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol • About the physical and psychological consequences of problem-use of alcohol, including alcohol dependency • About the dangers of the misuse of prescribed and over-the-counter medicines • The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit
Health protection and prevention, and understanding the healthcare system	• Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics • Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening

	• The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils • The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third-sector partners which may have specialist services • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment
Personal safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents) • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and

	should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too) • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern
Basic first aid	• Basic treatment for common injuries and ailments • Life-saving skills, including how to administer CPR • The purpose of defibrillators, when one might be needed and who can use them
Developing bodies	• The main changes which take place in males and females, and the implications for emotional and physical health • The facts about puberty, the changing adolescent body, including brain development • About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women