

# RSE and Health Education Programme 2020-21



Achieving Success Together

## **Department for Education**

### **Secretary of State Foreword**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why the Government have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

## **Contents of This Document**

In order to fulfil its statutory obligations as outlined by the Department for Education, the following documents have been written and/or collated by Congleton High School.

Please note that due to the Coronavirus, it may be necessary to make changes to when/how content is delivered.

### **Pages 4-9**

RSE and Health Education Policy

### **Pages 10-14**

RSE and Health Education Curriculum Overview

### **Pages 15-22**

Mapping Document that shows when each topic will be delivered to ensure it is most relevant and age appropriate.

### **Page 23**

Overview of content for STOP sessions.

There are 5 STOP sessions (approx. 3 hours each) that are on the school calendar for 2020/21.

During this time, normal lessons are replaced by the delivery of content shown in the mapping document.

### **Page 24**

Overview of content to be delivered during Form Time sessions.

The main focus is on wellbeing in response to a return to school post lockdown.

### **Pages 25-35**

Details about what will be taught in each session on the mapping document.

This document should be read in conjunction with the following statutory guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

# Congleton High School RSE and Health Education Policy 2019-2020



Achieving Success Together

## Statement of intent

At Congleton High School, we understand the importance of educating students about relationships, sex, their health and well-being. This in turn will help her all children to make responsible and well-informed decisions in their lives.

The teaching of RSE and Health Education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence based and age-appropriate teaching of these subjects.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping Children Safe in Education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 [To be implemented from September 2020]
- Children and Social Work Act 2017
- This policy operates in conjunction with the following school policies:
- Behavioural Policy
- SEN Policy
- E-safety Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

## 2. Roles and responsibilities

**The Local Governing Body is responsible for:**

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and Health Education curriculum is well-led, effectively managed and well-planned.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their

child is withdrawn.

- Ensuring RSE and Health Education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

**The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring all staff are suitably prepared to deliver the subjects.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Reviewing this policy on an annual basis.

**The Guidance Team Leader is responsible for:**

- Overseeing the delivery of RSE and health education.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Monitoring the learning and teaching of RSE and Health Education, providing support to staff where necessary.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and Health Education.

**Tutors are responsible for:**

- Acting in accordance with, and promoting, this policy
- Delivering RSE and Health Education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Modelling positive attitudes to RSE and Health Education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEN.
- Liaising with the Guidance Team Leader about key topics, resources and support for individual students.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE.

**The SENCO is responsible for:**

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

**3. Organisation of the RSE and health education curriculum**

- For the purpose of this policy, "Relationships and Sex Education" is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- For the purpose of this policy, "Health Education" is defined as teaching students about how

they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

- The majority of the RSE and Health Education curriculum will be delivered through Tutor led Guidance lessons, with statutory elements taught via the science curriculum.
- The curriculum has been developed in line with the DfE's statutory 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- The school will consider the context of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs.

#### **4. Delivery of the curriculum**

- The majority of the RSE and Health Education content will be delivered through the PSHE curriculum within Guidance STOP days. Form tutor time will be used for the delivery of some well-being aspects of the curriculum.
- The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.
- RSE and Health Education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school will integrate LGBTQ+ content into the RSE curriculum – and it will be approached in a sensitive, age-appropriate and factual way.
- Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Use Agreement.
- Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- Teachers will ensure they challenge the perceived views of students and thereby developing mutual respect for those different to themselves.
- In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

## 5. Curriculum links

- The school seeks opportunities to draw links between RSE and Health Education and other curriculum subjects wherever possible to enhance students' learning.
- RSE and Health Education will be specifically linked to the following subjects:
  - **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
  - **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
  - **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
  - **RE** – students will have the opportunity to learn about different cultures and religions and differing views around relationships.

## 6. Working with parents

- The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- If parents have concerns regarding RSE and health education, they may submit these via email to [enquiries@congletonhigh.com](mailto:enquiries@congletonhigh.com). or contact the school on 01260 730123.

## 7. Working with external agencies

- External experts may be invited to assist from time-to-time with the delivery of the RSE and Health Education curriculum but will be expected to comply with the provisions of this policy.
- The school will check the visitor/visiting organisation's credentials of all external agencies.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## 8. Withdrawal from lessons

- Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- Requests to withdraw a child from sex education will be made in writing to the Headteacher.

- Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
- For requests concerning the withdrawal of a student with SEN, the headteacher may take the students' specific needs into account when making their decision.

## **9. Equality and accessibility**

- The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:
  - Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
  - Sexual orientation
- The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.
- The school understands that students with SEN are entitled to learn about RSE and Health Education, and the curriculum will be designed to be inclusive of all students.
- The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEN – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEN.
- Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.
- The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.



## **10. Safeguarding and confidentiality**

- All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- Teachers will understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
- Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **Monitoring and review**

- This policy will be reviewed on an annual basis.

**Approved at Education & Welfare Committee: 17<sup>th</sup> October 2019**

**Review Date: Autumn Term 2020**

### **RSE subject overview**

RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

#### **Families**

These areas of learning are taught within the context of family, life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

By the end of secondary school, students will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

#### **Respectful relationships, including friendships**

By the end of secondary school, students will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

### **Online and media**

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

### **Being safe**

By the end of secondary school, students will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

### **Intimate and sexual relationships, including sexual health**

By the end of secondary school, students will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

### **RSE programmes of study**

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined above

### **Health Education subject overview**

The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

## **Internet safety and harms**

By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

## **Physical health and fitness**

By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing.
- The characteristics and evidence of what constitutes a healthy lifestyle.
- About the science relating to blood, organ and stem cell donation.

## **Healthy eating**

By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

## **Drugs, alcohol and tobacco**

By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

## **Health and prevention**

By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

- The benefits for young adults of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

### **Health education programmes of study**

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined above.

## Mapping Document to ensure that content is age appropriate and relevant

### Key

H - Health and Wellbeing

R - Relationship and Sex Education

L - Living in the wider world

Full details about the key can be found in the extract at Appendix 1 from the PSHE Association Programme of Study for PSHE Education

Key	Year 7			Year 8			Year 9		
	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT
H1									
H2									
H3									
H4									
H5									
H6									
H7									
H8									
H9									
H10									
H11									
H12									
H13									
H14			PE RE			PE RE			PE RE
H15									
H16			PE			PE			PE
H17			PE Food Tech			PE Food Tech			PE Food Tech
H18			PE Food Tech			PE Food Tech			PE Food Tech
H19						Science			
H20			DT			DT Science			DT Science
H21									
H22									
H23				1					
H24				1					
H25				1					
H26				1					
H27				1					
H28				1					

H29				1					
H30									
H31									
H32									
H33	1								
H34		Science					1		
H35							1		
H36							1		



Key	Year 10			Year 11		
	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT
H1						
H2						
H3						
H4						
H5						
H6						
H7						
H8						
H9						
H10						
H11			PE DT			PE DT
H12						
H13						
H14						
H15			Science			Science
H16	1					
H17	1					
H18	1					
H19	1					
H20	1					
H21	1					
H22						
H23			RE			RE
H24				4		
H25				4		
H26				1		
H27				1		
H28				1		
H29				1		
H30				1		
H31				1		
H32				1		
H33				1		

Key	Year 7			Year 8			Year 9		
	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT
R1			RE			RE			RE
R2			ICT			DRAMA			
R3			RE			RE			RE
R4	2								
R5						RE			
R6			RE			RE			RE
R7	2								
R8									
R9									
R10									
R11	2								
R12				2					
R13	5								
R14	5								
R15	5								
R16	5								
R17	5								
R18				2					
R19				2					
R20				2					
R21				2					
R22				2					
R23				2					
R24				5					
R25				5					
R26				5					
R27				5					
R28				5					
R29				5					
R30				5					
R31				5					
R32							2		
R33							2		
R34							2		
R35							2		
R36							2		
R37				3					
R38				3					
R39				3					
R40				3					
R41				3					
R42	3								
R43	3								
R44	3								
R45	3								
R46							3		

R47							3		
							OPTIONS		

Key	Year 10	FORM	SUBJECT	Year 11	FORM	SUBJECT
R1	2					
R2				1		
R3	2					
R4	2					
R5			HSC RE			HSC RE
R6	2					
R7	2					
R8	2					
R9	2					
R10	2					
R11	3					
R12	3					
R13	3					
R14	3					
R15	3					
R16	3					
R17	3					
R18				2		
R19				2		
R20				2		
R21				2		
R22				2		
R23				2		
R24				2		
R25				3		
R26				3		
R27				2		
R28				3		
R29				3		
R30			RE			RE
R31			RE			RE
R32			RE			RE
R33			RE			RE
R34			RE			RE
R35	4					
R36	4					
R37	4		RE			RE
R38	4		SOC.SCI			SOC.SCI

Key	Year 7			Year 8			Year 9		
	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT
L1			DT/ICT						
L2			DT/ICT						
L3									
L4			ICT/DT						
L5			ICT/DT						
L6									
L7	4								
L8	4								
L9	4								
L10	4								
L11	4								
L12	4								
L13									
L14		ASSEMBLY			ASSEMBLY			ASSEMBLY	
L15				4					
L16				4					
L17				4					
L18				4					
L19				4					
L20							4		
L21							4		
L22							4		
L23							4		
L24							4		
L25							4		
L26							4		
L27							4		

Key	Year 10			Year 11		
	STOP	FORM	SUBJECT	STOP	FORM	SUBJECT
L1			DT ICT HSC CDev (Reflective Practice) Careers Assemblies			DT ICT HSC CDev (Reflective Practice) Careers Assemblies
L2			DT ICT HSC CDev (Reflective Practice)			DT ICT HSC CDev (Reflective Practice)
L3			DT ICT HSC CDev (Reflective Practice)			DT ICT HSC CDev (Reflective Practice)
L4			DT Art Social Sciences English Open Evenings Taster lessons Visits to / from employers			DT Art Social Sciences English Open Evenings Taster lessons Visits to / from employers
L5			RE DT/ICT MFL			RE DT/ICT MFL
L6	5		Assemblies Displays			Assemblies Displays
L7	5		Assemblies Displays			Assemblies Displays
L8	5		Assemblies Displays			Assemblies Displays
L9						
L10			Art HSC / C Dev			Art HSC / C Dev
L11	5					
L12	5					
L13			DT ICT Social Sciences Science			DT ICT Social Sciences Science
L14			HSC / C Dev			HSC / C Dev

L15			GCSE RE			GCSE RE
L16			Maths (in part)			Maths (in part)
L17			Business			Business
L18			Maths (in part) DT (in part) RE (in part) Social Sciences (Business)			Maths (in part) DT (in part) RE (in part) Social Sciences (Business)
L19	5					
L20	5					
L21	5					
L22			Social Sciences (in part) Drama (in part)			Social Sciences (in part) Drama (in part)
L23			Re Stop Days ICT (Y 7)			Re Stop Days ICT (Y 7)
L24			Science (in part) RE Stop Days			Science (in part) RE Stop Days
L25			Social Sciences (in part in safeguarding units)			Social Sciences (in part in safeguarding units)
L26			DT (in part) Business (in part)			DT (in part) Business (in part)
L27			Science (in part) Business (in part)			Science (in part) Business (in part)
L28			RE (Years 10 and 11) RE Stop Days			RE (Years 10 and 11) RE Stop Days
L29			RE (Years 10 and 11) RE Stop Days Social Sciences			RE (Years 10 and 11) RE Stop Days Social Sciences

STOP Session	Year 7	Year 8	Year 9	Year 10	Year 11
1	Positive Relationships R4 R7 R8 R11	Drugs H23-H29	Puberty and sexual health H34-H36  R9&10  Careers (START)	Careers (START)  Healthy and unhealthy behaviours H16-H21	Careers (START)  Sexual Health and fertility H26-H33 R2
2	Careers (START)  First Aid H33	Respectful Relationships R18-23 R12  Careers (START)	Contraception and parenthood R32-R36	Intimate relationships R1 R3 R4 R6 R7 R8 R9 R10	Consent and Parenthood R18-R24 R27
3	Social Influences R42-R45	Bullying, abuse, discrimination R37-R41	Social Influences Gangs R46-R47  OPTIONS PROCESS	Relationships & Intimacy R11-R17	Parenting Decisions R25 R26 R28 R29
4	Choices and Pathways L7-L12	Finance L15-L19	Media and Digital influences L20-L27	Gangs R35-R38	Gambling H25  First Aid H24
5	Relationships R13-R17	Consent R24-31	Careers Prep for year 10 – study skills  Gambling H32	Careers L6-L8 L11-L12  Finance L19-L20	

FORM TIME	7.9.20	14.9.20	21.9.20	28.9.20	5.10.20	12.10.20	12.10.20	19.20.20	2.11.20	9.11.20	16.11.20	23.11.20	30.11.20	7.12.20	14.12.20	4.1.21	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21	22.2.21	1.3.21	8.3.21	15.3.21	22.3.21	29.3.21	19.4.21	26.4.21	3.5.21	10.5.21	17.5.21	24.5.21	7.6.21	14.6.21	21.6.21	28.6.21	5.7.21	12.7.21		
Year 7	WB	H7	START	H1	H2	S	H3	H10	H12	H13	H15	D	S	H21			H30	L33	L66	S						S														D	
Year 8	WB	H7	START	H13	H4	S	H8	H12	H13	H15	H21	D	S	H22			H31	R9	L13	S						S															D
Year 9	WB	H7	H5	H6	H9	S	H11	H12	H13	H15	H21	D	S	231			R10	L13		S			S		D	S															D
Year 10	WB	H5	H2	H6	H8	S	H9	H10	H11	H12	H13	D	S	H14			H17	H18	H20	S	H22		S		D	S										D		S			
Year 11	WB	H5	H1	H3	H4	S	H7	H10	D	H11	H13	H14	S				D			S			D	S		S								D							
Year 12						S						D	S							S			S	D		S								D		S					
Year 13						S			D				S					D		S			D	S		S															

WB – Wellbeing session  
D – Data analysis (after data window)  
S – Stop sessions



# APPENDIX 1

## CORE THEME 1: HEALTH AND WELLBEING

### KS3 Learning opportunities in Health and Wellbeing

*Students learn...*

**H1.** how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

**H2.** to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H4.** simple strategies to help build resilience to negative opinions, judgements and comments

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

#### Self-concept

### KS4 Learning opportunities in Health and Wellbeing

*Students learn...*

**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback

**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this

**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

#### Mental health and emotional wellbeing

**H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

**H7.** the characteristics of mental and emotional health and strategies for managing these

**H8.** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns

**H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

**H10.** a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support

**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health

**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences

**H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns

**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available

**H11.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

**H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

**H9.** the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

**H10.** how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

### Healthy lifestyles

**H13.** the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

**H14.** the benefits of physical activity and exercise for physical and mental health and wellbeing

**H15.** the importance of sleep and strategies to maintain good quality sleep

**H16.** to recognise and manage what influences their choices about physical activity

**H17.** the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

**H18.** what might influence decisions about eating a balanced diet and strategies to manage eating choices

**H19.** the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

### Health-related decisions

**H11.** to make informed lifestyle choices regarding sleep, diet and exercise

**H12.** the benefits of having a balanced approach to spending time online

**H13.** to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

**H14.** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

**H15.** the purpose of blood, organ and stem cell donation for individuals and society<sup>1</sup>

**H16.** how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

**H17.** to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

**H18.** the ways in which industries and advertising can influence health and harmful behaviours

1 Liaise with the science department regarding the teaching of the science of blood, organ and stem cell donation

**H20.** strategies for maintaining personal hygiene, including oral health, and prevention of infection

**H21.** how to access health services when appropriate

**H22.** the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

### Drugs, alcohol and tobacco

**H23.** the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

**H24.** to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

**H25.** strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

**H26.** information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use

**H27.** the personal and social risks and consequences of substance use and misuse including occasional use

**H28.** the law relating to the supply, use and misuse of legal and illegal substances

**H29.** about the concepts of dependence and addiction including awareness of help to overcome addictions

**H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

**H20.** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

**H21.** to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation

### Managing risk and personal safety

**H30.** how to identify risk and manage personal safety in increasingly independent situations, including online

**H31.** ways of assessing and reducing risk in relation to health, wellbeing and personal safety

**H22.** ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

**H23.** strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

**H32.** the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

**H33.** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Puberty and sexual health

**H34.** strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

**H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)

**H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)

**H24.** to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

**H25.** to understand and build resilience to thinking errors associated with gambling (e.g. ‘gambler’s fallacy’) the range of gambling-related harms, and how to access support for themselves or others

Sexual health and fertility

**H26.** the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

**H27.** about specific STIs, their treatment and how to reduce the risk of transmission

**H28.** how to respond if someone has, or may have, an STI (including ways to access sexual health services)

**H29.** to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services

**H30.** about healthy pregnancy and how lifestyle choices affect a developing foetus

**H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors

**H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy

**H33.** about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

## CORE THEME 2: RELATIONSHIPS

### KS3 Learning opportunities in Relationships and Sex Education

*Students learn...*

- R1.** about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R2.** indicators of positive, healthy relationships and unhealthy relationships, including online
- R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4.** the difference between biological sex, gender identity and sexual orientation
- R5.** to recognise that sexual attraction and sexuality are diverse
- R6.** that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

- R9.** to clarify and develop personal values in friendships, love and sexual relationships
- R10.** the importance of trust in relationships and the behaviours that can undermine or build trust
- R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

### KS4 Learning opportunities in Relationships and Sex Education

*Students learn...*

#### Positive relationships

- R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R2.** the role of pleasure in intimate relationships, including orgasms
- R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

#### Relationship values

- R9.** to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours
- R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

**R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex

### Forming and maintaining respectful relationships

**R13.** how to safely and responsibly form, maintain and manage positive relationships, including online

**R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

**R15.** to further develop and rehearse the skills of team working

**R16.** to further develop the skills of active listening, clear communication, negotiation and compromise

**R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

**R19.** to develop conflict management skills and strategies to reconcile after disagreements

**R20.** to manage the influence of drugs and alcohol on decision-making within relationships and social situations

**R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

**R22.** the effects of change, including loss, separation, divorce and bereavement. strategies for managing these and accessing support

**R23.** the services available to support healthy relationships and manage unhealthy relationships, and how to access them

**R11.** strategies to manage the strong emotions associated with the different stages of relationships

**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships

**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

**R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships

**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

**R17.** ways to access information and support for relationships including those experiencing difficulties

### Consent

**R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

**R18.** about the concept of consent in maturing relationships

<p><b>R25.</b> about the law relating to sexual consent</p> <p><b>R26.</b> how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p><b>R27.</b> that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p><b>R28.</b> to gauge readiness for sexual intimacy</p> <p><b>R29.</b> the impact of sharing sexual images of others without consent</p> <p><b>R30.</b> how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p><b>R31.</b> that intimate relationships should be pleasurable</p>	<p><b>R19.</b> about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online</p> <p><b>R20.</b> to recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p><b>R21.</b> the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple</p> <p><b>R22.</b> to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>
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Contraception and parenthood

<p><b>R32.</b> the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p><b>R33.</b> the risks related to unprotected sex</p> <p><b>R34.</b> the consequences of unintended pregnancy, sources of support and the options available</p> <p><b>R35.</b> the roles and responsibilities of parents, carers and children in families</p> <p><b>R36.</b> the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p>	<p><b>R23.</b> how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner</p> <p><b>R24.</b> the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support</p> <p><b>R25.</b> the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families</p> <p><b>R26.</b> the reasons why people choose to adopt/foster children</p> <p><b>R27.</b> about the current legal position on abortion and the range of beliefs and opinions about it</p>
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Bullying, abuse and discrimination

<p><b>R37.</b> the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>	<p><b>R28.</b> to recognise when others are using manipulation, persuasion or coercion and how to respond</p>
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**R38.** to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

**R39.** the impact of stereotyping, prejudice and discrimination on individuals and relationships

**R40.** about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

**R41.** the need to promote inclusion and challenge discrimination, and how to do so safely, including online

**R29.** the law relating to abuse in relationships, including coercive control and online harassment

**R30.** to recognise when a relationship is abusive and strategies to manage this

**R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

**R32.** about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

**R33.** The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

**R34.** strategies to challenge all forms of prejudice and discrimination

#### Social influences

**R42.** to recognise peer influence and to develop strategies for managing it, including online

**R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

**R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

**R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

**R46.** strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

**R47.** motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

**R36.** skills to support younger peers when in positions of influence

**R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

**R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime

## CORE THEME 3: LIVING IN THE WIDER WORLD

### KS3 Learning opportunities in Living in the Wider World

*Students learn...*

- L1.** study, organisational, research and presentation skills
- L2.** to review their strengths, interests, skills, qualities and values and how to develop them
- L3.** to set realistic yet ambitious targets and goals
- L4.** the skills and attributes that employer's value
- L5.** the skills and qualities required to engage in enterprise
- L6.** the importance and benefits of being a lifelong learner

#### Learning skills

### KS4 Learning opportunities in Living in the Wider World

*Students learn...*

- L1.** to evaluate and further develop their study and employability skills
- L2.** to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L3.** how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

#### Choices and pathways

- L7.** about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L8.** about routes into work, training and other vocational and academic opportunities, and progression routes
- L9.** the benefits of setting ambitious goals and being open to opportunities in all aspects of life
- L10.** to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

- L4.** about the range of opportunities available to them for career progression, including in education, training and employment
- L5.** about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- L6.** about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities

#### Work and career

- L11.** different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work
- L12.** about different work roles and career pathways, including clarifying their own early aspirations

- L7.** about the labour market, local, national and international employment opportunities
- L8.** about employment sectors and types, and changing patterns of employment

	<p><b>L9.</b> to research, secure and take full advantage of any opportunities for work experience that are available</p> <p><b>L10.</b> to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p> <p><b>L11.</b> the benefits and challenges of cultivating career opportunities online</p> <p><b>L12.</b> strategies to manage their online presence and its impact on career opportunities</p>
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### Employment rights and responsibilities

<p><b>L13.</b> about young people's employment rights and responsibilities</p> <p><b>L14.</b> to manage emotions in relation to future employment</p>	<p><b>L13.</b> the skills and attributes to manage rights and responsibilities at work including health and safety procedures</p> <p><b>L14.</b> about confidentiality in the workplace, when it should be kept and when it might need to be broken</p> <p><b>L15.</b> about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it</p>
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### Financial choices

<p><b>L15.</b> to assess and manage risk in relation to financial decisions that young people might make</p> <p><b>L16.</b> about values and attitudes relating to finance, including debt</p> <p><b>L17.</b> to manage emotions in relation to money</p> <p><b>L18.</b> to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p><b>L19.</b> to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p>	<p><b>L16.</b> how to effectively budget, including the benefits of saving</p> <p><b>L17.</b> how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p><b>L18.</b> to recognise and manage the range of influences on their financial decisions</p> <p><b>L19.</b> to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p><b>L20.</b> the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p><b>L21.</b> to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>
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**L20.** that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

**L22.** the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

**L23.** to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

**L24.** to understand how the way people present themselves online can have positive and negative impacts on them

**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

**L26.** that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers

**L23.** strategies for protecting and enhancing their personal and professional reputation online

**L24.** that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

**L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this

**L26.** how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

**L27.** strategies to critically assess bias, reliability and accuracy in digital content

**L28.** to assess the causes and personal consequences of extremism and intolerance in all their forms

**L29.** to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

