

PSHE CURRICULUM OVERVIEW



Intent:

We intend for our PSHE curriculum to equip our students to live life in all its fullness because they are able to understand and make positive choices in the ever-challenging and complex world in which they live. We recognize the challenges young people face are dynamic and whilst the curriculum covers the statutory requirements, it is also constantly evaluated and updated to go beyond just these requirements and ensure our students are equipped with the relevant knowledge they need (at their age) to live in the world they do (right now).

Implementation:

Our broad and spiralled pastoral curriculum is structured by our 10:10 Ethic and students move around this cycle each year in tutor times, HOY assemblies and PSHE workshops. Our PSHE workshops are grouped by topic theme to allow for deeper understanding, and ordered to ensure students encounter the knowledge they need at the most appropriate age. Some knowledge is returned to in different year groups to allow it to be built upon in greater depth at the appropriate stage for students. The statutory elements of the PSHE curriculum are delivered by these workshops and Head of Year assemblies, as well as tutor times, external speakers, RE, Science, Computing, PE, Tutor time, Self-evaluation booklets, Celebration Services.

The PSHE lessons are structured by bronze, silver and gold outcomes and the content or structure varies in order to be appropriate to the subject being taught. Often lessons include: information about the law and key definitions; examples and case studies; opportunities for discussion and students' to share their opinions; activities to aid retention of knowledge e.g. quizzes.

Impact:

Our workshops are planned to include low-stakes assessment during each session so the teacher delivering can constantly respond to the understanding of the learners. We also assess PSHE using a forms quiz each student completes for prep. This assessment includes knowledge based questions to assess understanding, as well as opportunities for them to feedback improvements and ask further questions so we can ensure our PSHE curriculum remains relevant, informative and useful. Students also complete self-evaluation booklets with their tutors throughout the year which provide opportunities for reflection, self-assessment against pastoral targets and fruitful conversations about their personal development.

NB. Most of the statements below are taken from the PSHE Association Guidance, which have the RSE and Health Education statutory guidance mapped across them in the annex of the following document: [key documents\PSHE Association Programme of Study for PSHE Education \(Key stages 15\) Jan 2020.pdf](#)

PSHE Curriculum map

Year 7 Respectful Relationships
<ul style="list-style-type: none"> • R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied • 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
Year 7 Effective learning – retention and recall, stress
<ul style="list-style-type: none"> • H01 how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing • H04 simple strategies to help build resilience to negative opinions, judgements and comments • H07. the characteristics of mental and emotional health and strategies for managing these • R16. to further develop the skills of active listening, clear communication, negotiation and compromise • 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 • 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

Year 7 Online safety
<ul style="list-style-type: none"> • 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
Year 7 Responsible Citizens – racism, sexism, religious tolerance
<ul style="list-style-type: none"> • R03. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation • 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
Year 7 Self Care – hygiene, first aid, global health issues (FGM)

- H01 how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support
- H15. the importance of sleep and strategies to maintain good quality sleep
- 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
- H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
- H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

KS4:

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

Year 7 Considering my future – careers, LGBTQ+, politics

- R04. the difference between biological sex, gender identity and sexual orientation
- R05. to recognise that sexual attraction and sexuality are diverse
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- L08. about routes into work, training and other vocational and academic opportunities, and progression routes
- L12. about different work roles and career pathways, including clarifying their own early aspirations

Year 7 - Your Life You Choose – external workshop

- 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

Year 8 Sexting and Social Media

- H03 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
- R02. indicators of positive, healthy relationships and unhealthy relationships, including online
- 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
- L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

Mental Health (stress, depression, unhealthy coping strategies)

- H01 how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H02 to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)

- and mental health
- H04 simple strategies to help build resilience to negative opinions, judgements and comments
- H05. to recognise and manage internal and external influences on decisions which affect health and wellbeing
- H06. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- H08. 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
- H09. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
- 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
- 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

Drugs, alcohol and gambling

- 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,
- 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
- 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
- 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

KS4:

- 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

Global citizenship – global politics, democracy, volunteering and charity work

- L08. about routes into work, training and other vocational and academic opportunities, and progression routes
- 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
- R15. to further develop and rehearse the skills of team working
- R16. to further develop the skills of active listening, clear communication, negotiation and

Self esteem (eating disorders, gendered self image, body image)

- 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
- H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices
- H01 how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
- H02 to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- and mental health
- H04 simple strategies to help build resilience to negative opinions, judgements and comments
- H05. to recognise and manage internal and external influences on decisions which affect health and wellbeing
- 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.

Sexual Harrassment, relationships and keeping healthy

- R06. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R09. 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
- R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
- R13. how to safely and responsibly form, maintain and manage positive relationships, including online
- R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

Year 9 Online safety and media awareness – media and relationships, pornography

- R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R07. how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R08. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- R09. 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
- H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

Conflict and loss – serious youth crime, domestic violence, loss

- 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
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon
- R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R27. about the current legal position on abortion and the range of beliefs and opinions about it
- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- 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

Healthy relationships – consent and the law, relationships, sharing indecent images

- R01 about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R02. indicators of positive, healthy relationships and unhealthy relationships, including online
- R08. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex
- R09. 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
 - R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex
 - 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)
 - R18. to manage the strong feelings that relationships can cause (including sexual attraction)
 - R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them
 - 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
 - R25. about the law relating to sexual consent
 - R26. how to seek, give, not give and withdraw consent (in all contexts, including online)
 - R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
 - R28. to gauge readiness for sexual intimacy
 - R29. the impact of sharing sexual images of others without consent
 - R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
 - R31. that intimate relationships should be pleasurable
 - R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
 - R02. the role of pleasure in intimate relationships, including orgasms
 - R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
 - R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences
- KS4:
- R01. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

- R03. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- 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
- R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
- 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

Addiction – alcohol, drugs and emergency first aid

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

- R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour
 - 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
- KS4:
- 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

Careers – understanding different pathways, changing patterns of employment, workplace discrimination

- L07. 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
- L08. about routes into work, training and other vocational and academic opportunities, and progression routes
- L09. 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
- 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
- L13. about young people's employment rights and responsibilities
- L14. to manage emotions in relation to future employment
- 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
- L24. to understand how the way people present themselves online can have positive and negative impacts on them
- R05. the legal rights, responsibilities and protections provided by the Equality Act 2010
- L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it
- L08. about employment sectors and types, and changing patterns of employment

Year 10 – RSE (safer sex and consent, pornography, pregnancy)

- 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
- R02. the role of pleasure in intimate relationships, including orgasms
- R08. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- R27. about the current legal position on abortion and the range of beliefs and opinions about it
- Menopause, adoption and fostering into Y10 workshop on pregnancy: the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- R18. about the concept of consent in maturing relationships

Mental health and self image

- H02. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
- H03. 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

- H04. 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
- H05. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- 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

Finance

- L15. to assess and manage risk in relation to financial decisions that young people might make
- L16. about values and attitudes relating to finance, including debt
- L16. how to effectively budget, including the benefits of saving
- L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
- L17. to manage emotions in relation to money
- L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

Year 11 RSE: the law & sex, sex and the media, safe sex contraception

- 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)
- R07. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R18. about the concept of consent in maturing relationships

- R15. the legal and ethical responsibilities people have in relation to online aspects of relationships
- R06. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- H18. the ways in which industries and advertising can influence health and harmful behaviours
-

Finance: preparing for the future

- L05. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- L18. to recognise and manage the range of influences on their financial decisions

The Pastoral Programme (Tutor times and assemblies)

Year 7:

- R19. to develop conflict management skills and strategies to reconcile after disagreements (HT3)
- H04 simple strategies to help build resilience to negative opinions, judgements and comments (HT3)
- H09. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks (HT3 and 4)
- 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 (HT3 and 4)
- L09. the benefits of setting ambitious goals and being open to opportunities in all aspects of life (HT5)
- L14. to manage emotions in relation to future employment (HT5 and 6)
- 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)

Year 8

- H04 simple strategies to help build resilience to negative opinions, judgements and comments (HT3)
- R16. to further develop the skills of active listening, clear communication, negotiation and compromise (HT4)
- L09. the benefits of setting ambitious goals and being open to opportunities in all aspects of life (HT5)

Year 9:

(KS4)

- L16. how to effectively budget, including the benefits of saving (HT3)
- L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks (HT3)
- L04. about the range of opportunities available to them for career progression, including in education, training and employment (HT3)
- L05. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities (HT3)
- L01. to evaluate and further develop their study and employability skills (HT4)
- L08. about employment sectors and types, and changing patterns of employment (HT4)
- R05. the legal rights, responsibilities and protections provided by the Equality Act 2010 (HT5)
- R06. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them (HT5)
- H02. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this (HT5)
- H03. 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 (HT5)
- H04. 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(HT5)
- H05. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health (HT5)
- H06. 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 (HT5)
- H08. 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(HT5)

- H09. 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).] (HT5)
- R34. strategies to challenge all forms of prejudice and discrimination (HT5)

Year 10:

- L09. to research, secure and take full advantage of any opportunities for work experience that are available (HT1-6)
- L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities (HT1)
- L01. to evaluate and further develop their study and employability skills (HT1)
- L02. to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L03. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability(HT1,4,5,6)
- L04. about the range of opportunities available to them for career progression, including in education, training and employment (HT1)
- L05. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities (HT1)
- L06. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities(HT1)
- L12. strategies to manage their online presence and its impact on career opportunities (HT5)
- L22. that there are positive and safe ways to create and share content online and the opportunities this offers (HT5)
- L11. the benefits and challenges of cultivating career opportunities online (HT4&5)
- L07. about the labour market, local, national and international employment opportunities (HT4-6)
- R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks (HT2)

- L21. to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts
- L23. strategies for protecting and enhancing their personal and professional reputation online (Summer 1)
- H07. 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 (Summer 2)

Year 11:

- H11. to make informed lifestyle choices regarding sleep, diet and exercise (HT4)

External agencies / speakers

Year 9 Assembly: PC Piddy

- 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)
- 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
- 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
- H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
- H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

Year 10 radicalization

- 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
- Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: extremism and radicalisation

Year 9 and 10 – extremism

- 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

Ealing Fields mock elections / assembly (KS4 citizenship curriculum)

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

Careers Fair

- L07. about the labour market, local, national and international employment opportunities

Self-evaluation booklets

- L01. to evaluate and further develop their study and employability skills
- L02. to evaluate their own personal strengths and areas for development and use this to inform goal setting
- L03. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
- H01. to accurately assess their areas of strength and development, and where appropriate, act upon feedback