

Key Stage 3 CFL Curriculum Map

At KS3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. CFL (PSHCE education) acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Students learn...

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| Core theme | Self-concept |
| 1: Health and wellbeing | <ul style="list-style-type: none"> ▪ 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 |
| | Mental health and emotional wellbeing |
| | <ul style="list-style-type: none"> ▪ 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 ▪ 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 |
| | Healthy lifestyles |
| | <ul style="list-style-type: none"> ▪ 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 |

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| | (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society. |
| | <ul style="list-style-type: none"> ▪ 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 |
| | <ul style="list-style-type: none"> ▪ 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 |
| | Managing risk and personal safety |
| | <ul style="list-style-type: none"> ▪ 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 |
| | Puberty and sexual health |
| | <ul style="list-style-type: none"> ▪ 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) |
| Core theme 2: Relationships | Positive relationships |
| | <ul style="list-style-type: none"> ▪ 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

Relationship values

- 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
- 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

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
- 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

Contraception and parenthood

- R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')
- R33. the risks related to unprotected sex
- R34. the consequences of unintended pregnancy, sources of support and the options available
- R35. the roles and responsibilities of parents, carers and children in families
- R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

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| | <p>Bullying, abuse and discrimination</p> <ul style="list-style-type: none"> ▪ R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others ▪ R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied ▪ 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 <p>Social influences</p> <ul style="list-style-type: none"> ▪ 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 |
| Core theme 3: Living in the wider world | <p>Learning skills</p> <ul style="list-style-type: none"> ▪ 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 employers' value ▪ L5. the skills and qualities required to engage in enterprise ▪ L6. the importance and benefits of being a lifelong learner |
| | <p>Choices and pathways</p> <ul style="list-style-type: none"> ▪ 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 |
| | <p>Work and career</p> <ul style="list-style-type: none"> ▪ 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 |
| | <p>Employment rights and responsibilities</p> <ul style="list-style-type: none"> ▪ L13. about young people's employment rights and responsibilities ▪ L14. to manage emotions in relation to future employment |

Financial choices

- 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
- L17. to manage emotions in relation to money
- L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions
- L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams

Media, literacy and digital resilience

- L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity
- 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