



Relationships, Sex and Health Education Policy 2024-2026

Policy owner	Emma Hulance
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Documents that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education (2024)
- Working Together to Safeguarding Children (2023)
- Relationships education, Relationships and Sex Education and Health Education Statutory guidance(2024)
- Children and Social Work Act (2017)

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1. Aims, values and vision:

The Kingsway School has a culture rooted in a sense of community, creating students who are compassionate towards themselves and towards each other. The school strives for all students to have a positive view of themselves and their value within the school community as well as empathetic relationships with their peers and their teachers. To these ends and in line with our safeguarding intent, all stakeholders are committed to providing a safe and secure environment so that school life is nurturing, purposeful and inclusive: aims that align with our core values of 'Opportunity, Achievement, Respect and Compassion' as well as our positive behaviour values of 'Ready, Respect and Safe.'

Furthermore, The Kingsway School is aware that 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, 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. Relationships, Sex and Health Education (RSHE) is the collaborative right and responsibility of families and school. Through this collaboration, we aim to ensure that young people have the information they need to help them develop healthy, enriching relationships of all kinds. These include friendships; familial relationships; intimate and romantic relationships and the professional relationships they will need to succeed beyond their school lives.

RSHE at The Kingsway School enables students to know what a healthy and enriching relationship is and how to identify when relationships are not conducive to wellbeing. We aim to equip students with the skills necessary to manage situations where others jeopardise their wellbeing, be this within a peer group, an intimate relationship or within the wider community (for example, relationships that may involve coercion or exploitation at any level). This includes practical aspects of family planning and sexual health as well as teaching what is acceptable and unacceptable interpersonal behaviour. Most importantly, RSHE empowers our students to understand the positive impact that healthy and enriching relationships have on their lives.

Our RSHE curriculum and wider Personal Development agenda is actively inclusive in respect of students' and their families' race, sex, gender, sexuality, faith, religion and socioeconomic circumstances. We represent and celebrate diversity in all we do.

At The Kingsway School, RSHE:

- Encourages students to have a regard for moral considerations in all of their interpersonal relationships through our Philosophy, Politics and Economic curriculum.
- Facilitates critical evaluation of friendships, romantic relationships, family life, parenthood, wider familial and social structures through the lenses of diverse philosophical, political, faith and cultural perspectives.
- Instils the importance of ethical personal conduct, dignity, respect and compassion for themselves and others.
- Present facts in a balanced and objective way so that students understand that there are different attitudes to relationships.
- Encourages students to consider their own attitudes and to make informed, reasoned and responsible decisions, both in school and in later adult life.
- Facilitates understanding of responsible sexual behaviours for everyone both legally and ethically.
- Helps students develop feelings of self-respect, confidence and empathy.
- Provides a safe space in which sensitive discussions can take place.
- Prepares and supports students through the physical, emotional and psychological changes of puberty, including giving them an understanding of sexual development and the importance of health and hygiene.
- Creates a positive culture around issues of sexuality, gender and relationships.
- Teaches students the correct vocabulary about which to describe and understand themselves, their bodies and their emotions.

The Kingsway School acknowledges the importance of knowing what the law says about sex, relationships and young people, and the links between these and broader safeguarding issues. This will help our students know what is right and wrong in law, but also provides a good foundation of knowledge for deeper discussion about all types of relationships. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and they will be signposted to support if they have lived experience of contraventions to their rights and wellbeing.

2. Statutory requirements:

As a secondary school, we must provide RSHE to all students under section 34 of the Children and Social Work Act 2017. In teaching RSHE, we are also required to have regard to guidance issued by the secretary of state, outlined in section 403 of the Education Act 1996.

Furthermore, we must have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Kingsway School, we teach RSHE as set out in this policy and in accordance with these legal frameworks.

3. Policy development:

By law, schools must consult with parents and carers when making changes to their RSHE policy. The Kingsway School also consult with staff and students. In line with government guidance, our RSHE curriculum is available for parents and carers to view on our website under the curriculum area of Philosophy, Politics and Economics along with a sample of lessons that cover sex and relationships topics.

This policy has been developed in consultation with staff, students, parents and carers. The consultation and policy development process involved the following steps:

1. Review: those responsible for amending the policy reflected on relevant information including national and local guidance.
2. Staff consultation: all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation: parents, carers and any interested parties were invited to attend a consultation on pastoral support and student wellbeing at which the policy was discussed. Parents/stakeholders may also contact those responsible for the policy with feedback if they have viewed it via the school website.
4. Student consultation: we spoke with focus groups about what they need from RSHE.

5. Ratification: once amendments were made, the policy was shared with governors and ratified.

4. Defining terms:

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' we refer to both online and offline relationships. This involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Philosophy, Politics and Economics). This policy should be read in conjunction with our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies. The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020; review currently under consultation). This policy also reflects guidance given under the Children and Social Work Act 2017.

There are subtle differences between relationships and sex education that are important to define given the legal guidance on parents and carers right to withdraw as set out below.

Relationships education includes learning about families, friendships, safety (including online safety) as well as the society in which students are growing up. These topics foster respect for others and for difference, and educate pupils about healthy relationships.

Sex education covers content on sex and reproduction; consent and sexual exploitation; rape and other forms of sexual abuse.

5. Curriculum delivery:

RSHE is delivered through our Philosophy, Politics and Economics curriculum at both Key Stage Three and Four. The decision to teach this as a discreet curriculum area with intent, progression and assessment has been made to ensure this most vital aspect of our students' personal development is held in the same esteem as those subjects with more traditional academic value. At Key Stage Three, students are imbued with essential knowledge around sex, relationship and health matters, always delivered through the lens of ethical considerations. At Key Stage Four,

we equip students with a diverse range of philosophical (including religious), political and economic lenses through which to critically evaluate sex, relationship and health matters in their own lives and in the wider fabric of society and the wider world.

The Kingsway School interleaves our students' Personal Development through the curriculum, with each subject area taking a key 'golden thread' of Personal Development as their own. With regard to sex and health, aspects of health and sex education (for example, hygiene, reproduction and gynaecological health) are delivered through our science curriculum, enhancing the core knowledge facilitated through Philosophy, Politics and Economics lessons. With regard to relationships, our English curriculum takes key human relationships (friendship; familial; romantic; professional) for each year group and critically evaluates the power of each through consideration in literary texts.

We understand that RSHE is critically important to the wellbeing of our SEND learners both now and in later life. Teachers therefore adapt Philosophy, Politics and Economics lessons so content is accessible to all learners.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families of all kinds
- Respectful relationships, including friendships
- Online and media influence
- Being safe in the physical and virtual world
- Intimate and sexual relationships, including sexual health

6. Wider delivery of RSHE:

When our safeguarding trends indicate that some students need more bespoke interventions to ensure their sex, relationship and health decisions facilitate their current and later life wellbeing, we employ the support of outside agencies. These include:

- Interventions from our SEMH hub on self esteem; healthy relationships; toxic masculinity; attitudes towards women.
- Reach: a sex and relationship programme for Y8 and Y9 students delivered by the charity Stockport Without Abuse.

- Referrals to the Stockport Sex and Relationship Education service for one-to-one support.
- The Family and Early Help teams (Stockport and Manchester).

7. Roles and responsibilities:

The RSHE curriculum is overseen by the Deputy Headteacher for curriculum and Standards and the Designated Safeguarding Lead. They are supported by a TLR holder who supports the coordination and planning of RSHE. A team of teachers deliver RSHE through the Philosophy, Politics and Economics curriculum.

8. Right to withdraw:

Parents and carers have the right to withdraw their children from the non-statutory (i.e. scientific) components of sex education within RSHE up to three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school must facilitate this. Requests for withdrawal must be put in writing to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers. Alternative school work will be given to pupils who are withdrawn from sex education.

There is no right to withdraw from relationships education as the contents of these subjects, such as family, friendship, safety (including online safety), as well as the society in which students are growing up are topics that foster respect for others and for difference, and are important for all children to be taught.

9. Training:

All of our staff receive guidance on delivering RSHE because whether they teach this as a discrete subject or not, all adults working in school have a responsibility in fostering this aspect of personal development. This CPD starts with statutory safeguarding training and is developed

according to safeguarding trends and in accordance with specialist areas of responsibility for key staff. All staff are trained to handle RSHE with compassion and sensitivity.

10. Monitoring and evaluation:

RSHE is monitored and evaluated in line with all other School Self Evaluation procedures. This includes learning walks, work book scrutiny and student voice.

APPENDICES

Appendix 1: PPE Milestone Knowledge tracker

Year 7: Curriculum Intent		
<p>Philosophy, Politics, and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates both RSHE, citizenship, careers through a reflective and philosophical lens. At The Kingsway School, we believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them as well as supporting them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK. In Year 7, pupils are introduced to our SIX Knowledge domains: Wellbeing and Morality, Navigating the Modern World, Social and Emotional Learning, Respectful Relationships, Citizenship and Community, Preparing for the Future. Beyond our classrooms in Year 7, we provide access to externally delivered emotional wellbeing sessions to ensure that all students have successfully settled into secondary school. Furthermore, we provide meaningful enrichment opportunities such as the opportunity to join our student leadership team, take part in democratic processes in school and contribute to our school and wider communities when they begin on their 'Diploma Pathway'. Fundamentally, the study of PPE in Year 7 allows our young people to begin a journey that empowers them to positively contribute to society. This is because the study of this multidisciplinary area is designed to give them a strong sense of self by developing a deeper understanding of what it means to exist within the ideological structures that make up British society.</p>		
Year 7 Essential Knowledge Summary		
Schemata 1: Wellbeing and Morality	Schemata 2: Navigating the Modern World	Schemata 3: Social and Emotional Learning
<p>Composite Knowledge: Students understand decision making needed in order to lead a healthy lifestyle and the impact of this on quality of life and self-esteem.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • The Nine protected characteristics of the Equality Act. • Healthy choices and habits (diet; exercise; sleep). • Changing bodies and brains in adolescence. • Strategies for maintaining positive mental health. • Mental ill health conditions (depression and anxiety). <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Identify risk factors in a scenario that impact on a young person's wellbeing relating to Year 7 Wellbeing and Morality content. • Explain the impact these risk factors may have on a person's life and those around them. • Present solutions to key risks using key knowledge learnt from Year 7 Wellbeing and Morality content. 	<p>Composite Knowledge: Students understand the challenges that face them in both the real and online worlds and how to make safe decisions in relation to each area.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Real life threats posed by Water/Roads/Railways (covered in Form Key Messages) • Meaning of representation, stereotypes and the use of this in online images. • Key legal elements of The Online Safety Act. • The laws and morality in relation to image Sharing. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Identify risk factors relating to the modern world in real-life scenarios relating to Y7 content. • Link risk factors relating to the modern world to specific individual contexts. • Present solutions to key risks using key knowledge learnt from Y7 'Navigating the Modern World' core content. 	<p>Composite Knowledge: Students will have completed personal construct work that allows them to understand their own emotions, interests, behaviours and how these aspects influence their decision making.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Recognising a range of emotions experienced during the transition from primary to secondary school. • Emotional regulation and conflict resolution relating to the challenges of Y7. • Have a reflective awareness of our own thoughts and behaviours • Understand how Interests link to identity and make up our personal construct. • Understand our own personal strengths and limitations. • Know the importance of Self-care, Happiness and connection. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Identify risk factors relating to our emotions in real-life scenarios relating to the Y7 experience .

<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Explain the differences between different philosopher’s ideas about identity. ● Make explicit links between physical and mental wellbeing. 	<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Critically evaluating online images in relation to Stuart Hall’s representation theory and discussing the issues with these. ● Applying Virtue Ethics and cultural theory to real life scenarios that link to outlines Y7 content. 	<ul style="list-style-type: none"> ● Link risk factors relating four emotions to specific individual contexts. ● Present solutions to key risks using key knowledge learnt from Y7 ‘Social and Emotional Learning’ core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Application of Virtue Ethics to our emotions, behaviour and personal conduct.
<p>Schemata 4: Respectful Relationships</p>	<p>Schemata 5: Citizenship and Community</p>	<p>Schemata 6: Preparing for the Future</p>
<p>Composite Knowledge: Students understand how to have respectful relationships with their peers.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Know how to show respect to peers. ● Know different gender identities. ● Know different sexual orientations. ● Understand the makeup of different types of family. ● Know the different forms of bullying including the role of a bystanders. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Identify risk factors in a scenario that impact on a young person’s wellbeing relating to Year 7 Respectful Relationship content. ● Explain the impact these risk factors may have on a person’s life and those around them. ● Present solutions to key risks using key knowledge learnt from Year 7 Respectful Relationship content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Applying religious and philosophical concepts to ideas about relationships. 	<p>Composite Knowledge: Students will gain a fundamental understanding of the way public life in Britain is structured and the value system it is built on.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Understand the democratic systems and fundamental beliefs of key UK political parties. ● Understand what connects us to others (community) ● Understand the core ‘British Values’ that underpin our laws and democracy. ● Understand the purpose of key public services: police, fire and health services. ● Understand different types of local and national community organisations ● Understand the importance of charity and its role in society <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Identify risk factors relating to our relationship with community and responsibilities of being a good citizen . ● Link risk factors relating four emotions to specific individual contexts. ● Present solutions to key risks using key knowledge learnt from Y7 ‘Citizenship and Community’ core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Application of Virtue Ethics to conduct in relation to our local community and our role as a citizen in it. 	<p>Composite Knowledge: Students will have a fundamental understanding of how their personal values and traits link to their future plans.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Know different values and personality traits. ● Have pragmatic ideas about future goals and aspirations. ● Have a knowledge of a range of possible future plans. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Identify values, strengths and personality traits in a scenario. ● Explain how values, strengths and personality traits link to someone’s future goals and aspirations. ● Present plans and advice for someone’s future based on a scenario. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● Applying religious and philosophical concepts to future plans and aspirations.
<p>Year 7 Final Composite Knowledge End Point</p>		
<p>By the end of Year 7, pupils will know: Wellbeing and morality</p>		

- The Nine Protected Characteristics of the Equality Act and how having a protected characteristic might impact someone’s wellbeing
- How to stay physically and mentally healthy.
- How to recognise anxiety and depression and how they can be managed.

Respectful Relationships

- Understanding of different kinds of identities including gendered identities and sexuality.
- Healthy and unhealthy peer relationships.
- Different kinds of bullying and roles within bullying situations.

Navigating the Modern World

- The core content of The Online Safety Act and why it is important, including laws relating to online conduct.
- The risks of online life including: representation and misinformation.

Citizenship and Community

- Understand the structure of the UK political system, recognise the ‘top 5’ UK political parties and their core beliefs
- Knowledge of the British judicial system and any key aspects of law that link to the study of any key knowledge domains (ie Protected Characteristics, Online Safety Act).

Social and Emotional Learning

- Be able to recognise the full range of emotions resting to the transition to secondary school.
- Understand how our interests, beliefs and behaviour link to our personal identity.

Preparing for the Future

- Different personal values and aspirations, qualifications and other skills needed to access the full range of career pathways, including those relating explicitly to Maths, English and Science.

Year 8: Curriculum Intent

Philosophy, Politics, and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates both RSHE, citizenship, careers through a reflective and philosophical lens. At The Kingsway School, we believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them as well as supporting them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK. In Year 8, pupils develop their learning in our SIX Knowledge domains: Wellbeing and Morality, Navigating the Modern World, Social and Emotional Learning, Respectful Relationships, Citizenship and Community, Preparing for the Future. Part of the Respectful Relationships content for Year 8 includes coverage of sex education topics in line with government guidance. Statutory careers content begins in Year 8 with an exploration of different career pathways relating to key areas of industry. Beyond our classrooms in Year 8, we provide meaningful enrichment opportunities such as the opportunity to join our student leadership team, take part in democratic processes in school and contribute to our school and wider communities when they begin on their ‘Diploma Pathway’. Fundamentally, the study of PPE in Year 8 allows our young people to progress on a journey that empowers them to positively contribute to society. This is because the study of this multidisciplinary area is designed to give them a strong sense of self by developing a deeper understanding of what it means to exist within the ideological structures that make up British society.

Year 8 Essential Knowledge Summary

Schemata 1: Wellbeing and Morality	Schemata 2: Navigating the Modern World	Schemata 3: Social and Emotional Learning
<p>Composite Knowledge: Students understand the influences on our identity and this decision making needed in order to live as your authentic self and respect other people’s choice to do the same.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Different racial, national, regional and religious identities; the different and intersection between these. • The protected characteristic of race and the features of 	<p>Composite Knowledge: Students develop a critical understanding of how reality in the online world is often constructed and the harm this can cause to those that don’t recognise it.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Meaning of representation, stereotypes and the use of this in relation to influencer culture and obsessive comparison. 	<p>Composite Knowledge: Students will begin to look at how social and emotional factors can influence their decision making when it comes to making safe and pragmatic decisions in life in order to develop their social awareness.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Emotional regulation and conflict resolution relating to life in Year 8.

<ul style="list-style-type: none"> racism. The protected characteristic of sex and the features of racism. The impact of gender stereotypes. Understanding of hate crime Types and causes of Eating disorders <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify risk factors in a scenario that impact on a young person’s wellbeing relating to Year 8 Wellbeing and Morality content. Explain the impact these risk factors may have on a person’s life and those around them. Present solutions to key risks using key knowledge learnt from Year 8 Wellbeing and Morality content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluate key religious and philosophical viewpoints in relation to protected characteristics 	<ul style="list-style-type: none"> Revisit and Recall the key legal elements of The Online Safety Act. The laws and morality in relation to image Sharing. The rise of AI online and its risks Targeted Advertising and stereotypes <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify risk factors relating to the modern world in real-life scenarios relating to Y8 content. Link risk factors relating to the modern world to specific individual contexts. Present solutions to key risks using key knowledge learnt from Y8 ‘Navigating the Modern World’ core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluating influencer culture and obsessive comparison in relation to Stuart Hall’s representation theory and discussing the issues with these. Critically evaluate key religious and philosophical viewpoints in relation to a range of media representations. 	<ul style="list-style-type: none"> Intrinsic and extrinsic motivation and its use in goal setting. The difference between Instant and delayed gratification. Planning and organisational skills and why these are important keys to success Practising Self-control in social situations (such as queuing and in break time social situations). The impacts of addictive behaviours in relation to the internet and mobile phones. Dealing with death and grief. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify risk factors relating to our emotions in real-life scenarios relating to the Y8 experience . Link risk factors relating our emotions to specific individual contexts. Present solutions to key risks using key knowledge learnt from Y8 ‘Social and Emotional Learning’ core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluate key religious and philosophical viewpoints in relation to becoming self-aware and having social awareness. Critically evaluate key religious and philosophical viewpoints in relation to being able to self-manage and make responsible decisions.
<p>Schemata 4: Respectful Relationships</p>	<p>Schemata 5: Citizenship and Community</p>	<p>Schemata 6: Preparing for the Future</p>
<p>Composite Knowledge: Students understand how to be respect in their interpersonal relationships in their futures.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand the features of healthy and unhealthy romantic relationships. Understand the concept of consent, including the age of consent. Know how to practise safe sex and family planning. Understand the differences and similarities between marriage, civil partnership and other forms of long-term commitment. 	<p>Composite Knowledge: Students will gain a fundamental understanding of the way public life in Britain is structured and the value system it is built on.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Develop understand the democratic systems and fundamental beliefs of key UK political parties. Voting and government structures, including democracy and risks to it. Understanding the importance of contributing to our local communities and the benefits of this for both the community and ourselves. The role of volunteering in British society and gateways 	<p>Composite Knowledge: Students will have a fundamental understanding of different industries and career pathways.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand different STEM careers. Understand different careers within the creative industries. Understand Public Services and jobs within them. Understand different careers and opportunities within the hospitality industry. Understand different careers within te Health & Wellbeing sectors.

<ul style="list-style-type: none"> Understand the concepts of divorce, separation and maintaining civility. Know how to recognise abuse and neglect and how to report them. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify risk factors in a scenario that impact on a young person's wellbeing relating to Year 8 Respectful Relationship content. Explain the impact these risk factors may have on a person's life and those around them. Present solutions to key risks using key knowledge learnt from Year 8 Respectful Relationship content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluate key religious and philosophical viewpoints in relation to how we should conduct our relationships. Critically evaluate key religious and philosophical viewpoints in relation boundaries in relationships. 	<p>into this.</p> <ul style="list-style-type: none"> Basic first aid and knowledge of CPR and defibrillators (via workshop). <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify the importance of having a positive relationship with our community and the benefits of contributing to society . Link benefits relating to our emotions to specific individual contexts. Present solutions to key benefits using key knowledge learnt from Y8 'Citizenship and Community' core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluate key religious and philosophical viewpoints in relation to how British democracy has been shaped over time. Critically evaluate key religious and philosophical viewpoints in relation to a sense of community is created in different contexts. 	<ul style="list-style-type: none"> Understand different career pathways within the Social Sciences. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify qualifications and experiences needed to pursue a given career pathway. Explain how someone can achieve their future goals and aspirations. Present plans and advice for someone's future based on a scenario. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Critically evaluate key religious and philosophical viewpoints in relation to different career and academic pathways. Critically evaluate key religious and philosophical viewpoints in relation to your personal aspirations.
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Year 8 Final Composite Knowledge End Point

<p>By the end of Year 8, pupils will know key composites from Year 7 and:</p> <p>Wellbeing and morality</p> <ul style="list-style-type: none"> Different kinds of identity and the intersection between them. The features and impact of racism, sexism, ableism and LGBT+ prejudice. <p>Respectful Relationships</p> <ul style="list-style-type: none"> Healthy and unhealthy interpersonal relationships including sexual relationships. Different kinds of committed relationships. Boundaries and consent. <p>Navigating the Modern World</p> <ul style="list-style-type: none"> The core content of The Online Safety Act and why it is important, including laws relating to online conduct. The risks of online life including: representation, misinformation, influencer culture, obsessive comparison, and screen time. <p>Citizenship and Community</p> <ul style="list-style-type: none"> Understand the structure of the UK political system, recognise the 'top 5' UK political parties and understand the role of voting and the importance of democracy Knowledge of the British judicial system and any key aspects of law that link to the study of any key knowledge domains (ie Protected Characteristics, Online Safety Act). <p>Social and Emotional Learning</p> <ul style="list-style-type: none"> Be able to recognise the full range of emotions experienced by pupils in Year 8, their influences on behaviour and how to moderate these. <p>Preparing for the Future</p> <ul style="list-style-type: none"> Knowledge of a range of career pathways within key industries, including those relating explicitly to Maths, English and Science.

Year 9: Curriculum Intent

Philosophy, Politics, and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates both RSHE, citizenship, careers through a reflective and philosophical lens. At The Kingsway School, we believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them as well as supporting them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK. In Year 9, pupils develop their learning in our SIX Knowledge domains: Wellbeing and Morality, Navigating the Modern World, Social and Emotional Learning, Respectful Relationships, Citizenship and Community, Preparing for the Future. Beyond our classrooms in Year 9, we provide meaningful enrichment opportunities such as the opportunity to join our student leadership team as head students; take part in democratic processes in school and contribute to our school and wider communities when they complete their end of Key Stage Three 'Cultural Diploma'. Fundamentally, the study of PPE in Year 9 allows our young people to progress on a journey that empowers them to positively contribute to society. This is because the study of this multidisciplinary area is designed to give them a strong sense of self by developing a deeper understanding of what it means to exist within the ideological structures that make up British society.

Year 9 Essential Knowledge Summary

Schemata 1: Wellbeing and Morality	Schemata 2: Navigating the Modern World	Schemata 3: Social and Emotional Learning
<p><u>Composite Knowledge:</u> Students understand possible threats to our wellbeing and the moral choices needed in order to avoid these.</p> <p><u>Component Knowledge:</u></p> <p><u>Foundational Knowledge:</u></p> <p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> ● Understand why some drugs are legal and others are illegal. ● Know the legal and health consequences of using drugs including alcohol. ● Understand the features, causes and how to avoid Child Criminal Exploitation and Child Sexual Exploitation including sextortion. ● Understand the causes, consequences and how to avoid gun and knife crime. ● Understand why some people self-harm and alternative strategies to manage this. ● Understand the causes of suicidality and strategies to prevent this. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> ● Identify risk factors in a scenario that impact on a young person's wellbeing relating to Year 9 Wellbeing and Morality content. ● Explain the impact these risk factors may have on a person's life and those around them. ● Present solutions to key risks using key knowledge learnt from Year 9 Wellbeing and Morality content. <p><u>Upper Hierarchical Knowledge</u></p> <ul style="list-style-type: none"> ● Consider the impact that religious and philosophical viewpoints have in relation to protected characteristics and how this has shaped the structure of our society. ● Consider the impact that religious and philosophical viewpoints have in relation to wellbeing and how this has shaped the structure of our 	<p><u>Composite Knowledge:</u> Composite: Students understand a range of political viewpoints as they might appear online and in other aspects of the media.</p> <p><u>Component Knowledge:</u></p> <p><u>Foundational Knowledge:</u></p> <p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> ● Revisiting the meaning of representation, stereotypes and the use of this in relation to the press in the UK. ● Revisit and Recall the key legal elements of The Online Safety Act. ● The meaning of 'Fake News' and key examples of this from the UK. ● Bias in the British press in relation to key political viewpoints. ● The causes and risks of radicalisation, including grooming and religious extremism. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> ● Identify risk factors relating to the modern world in real-life scenarios relating to Y9 content. ● Link risk factors relating to the modern world to specific individual contexts. ● Present solutions to key risks using key knowledge learnt from Y9 'Navigating the Modern World' core content. <p><u>Upper Hierarchical Knowledge</u></p> <ul style="list-style-type: none"> ● Consider the impact that religious and philosophical viewpoints have in relation to our experiences of the online world and how this has shaped the structure of our society. ● Consider the impact that religious and philosophical 	<p><u>Composite Knowledge:</u> Students will begin to look their relationships with others and how to interact with a range of people with different beliefs and values to themselves. .</p> <p><u>Component Knowledge:</u></p> <p><u>Foundational Knowledge:</u></p> <p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> ● Emotional regulation and conflict resolution relating to life in Year 9. ● How to be aware of our own cultural and personal heritage. ● Moral and personal perspectives on addiction and active behaviours. ● Self control in relation to addiction and impact addiction can have on individuals. ● Understanding moral perspectives that are different to your own. ● What it means to have empathy with others and practise compassion to those who suffer. ● Examples of prejudice and how to act without this. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> ● Identify risk factors relating to our emotions in real-life scenarios relating to the Y9 experience . ● Link risk factors relating to our emotions to specific individual contexts. ● Present solutions to key risks using key knowledge learnt from Y9 'Social and Emotional Learning' core content.

<p>society.</p>	<p>viewpoints have in relation to media representations and how this has shaped the structure of our society</p>	<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Consider the impact that religious and philosophical viewpoints have on our ability to become self-aware, have social awareness and how this has shaped the structure of our society. Consider the impact that religious and philosophical viewpoints have on our ability to self-manage, make responsible decisions and understand how this has shaped the structure of our society.
<p>Schemata 4: Respectful Relationships</p> <p>Composite Knowledge: Students understand types and features of disrespect including practices that are illegal and contravene human rights.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand crimes including: domestic abuse, sexual abuse (including stalking, upskirting and harassment) and rape. Understand the concept of forced marriage and how this links to human rights. Understand what is meant by FGM and virginity testing and how these link to human rights. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify risk factors in a scenario that impact on a young person's wellbeing relating to Year 9 Respectful Relationship content. Explain the impact these risk factors may have on a person's life and those around them. Present solutions to key risks using key knowledge learnt from Year 9 Respectful Relationship content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Consider the impact that religious and philosophical viewpoints have in relation to how we conduct our relationships and how this has shaped the structure of our society. Consider the impact that religious and philosophical viewpoints have 	<p>Schemata 5: Citizenship and Community</p> <p>Composite Knowledge: Students will gain a fundamental understanding of how key frameworks relating to human rights, the law and ethics govern public life and the institutions that influence it.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Revisiting UK political systems and beliefs and ideologies of core political parties. UK and world views on Human rights and their importance. The laws that govern the free press and free speech. Key areas and roles in the justice system including: police, courts and the prison system. Contemporary community subcultures and their codes (ie gangs, stan culture). <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify the importance of behaving within legal and moral framework when contributing to British society. Link benefits relating to our emotions to specific individual contexts. Present solutions to key benefits using key knowledge learnt from Y9 'Citizenship and Community' core content. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Consider the impact that religious and philosophical 	<p>Schemata 6: Preparing for the Future</p> <p>Composite Knowledge: Students will have a fundamental understanding of how qualifications and different educational pathways link to careers.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> The importance of gateway qualifications including those in core subjects. The concept of A Levels and how they link to Higher Education. The concept of Apprenticeships and the different levels they can be undertaken. The concept of university and the different kinds of university in the UK and abroad. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Identify qualifications and experiences needed to pursue a given career pathway. Explain how someone can achieve ambitious their future goals and aspirations.

<p>in relation to boundaries in relationships and how this has shaped the structure of our society</p>	<p>viewpoints have in relation to British democracy and how this has shaped the structure of our society.</p> <ul style="list-style-type: none"> Consider the impact that religious and philosophical viewpoints have in relation to how various diverse communities develop and how this has shaped the structure of our society. 	<ul style="list-style-type: none"> Present plans and advice for someone’s future based on a scenario. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Consider the impact that religious and philosophical viewpoints have on the professional and academic landscape and how this has shaped the structure of our society. Consider the impact that religious and philosophical viewpoints have had in relation to how we form personal aspirations and how this has shaped the structure of our society
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Year 9 Final Composite Knowledge End Point

By the end of Year 9, pupils will know the following knowledge from across Key Stage 3:

Wellbeing and morality

- The Nine Protected Characteristics of the Equality Act and how having a protected characteristic might impact someone’s wellbeing including the impact of racism, sexism, ableism and LGBT+ prejudice.
- How to stay physically and mentally healthy.
- The risks to wellbeing that exist in society (alcohol, drugs, exploitation) and how to avoid them.

Respectful Relationships

- Understanding of different kinds of identities including, gender, sexuality, race, cultural, interests and aspirations.
- Healthy and unhealthy relationships including friendships; familial relationships and sexual relationships.
- Boundaries and consent and the risk of abuses to these rights.

Navigating the Modern World

- The core content of The Online Safety Act and why it is important, including laws relating to online conduct.
- The risks of online life including: representation, misinformation, obsessive comparison, radicalisation, grooming and screen time.

Citizenship and Community

- Understand the structure of the UK political system, recognise the ‘top 5’ UK political parties and understand the differing ideologies of each of them (ie Left Vs Right).
- Knowledge of the British judicial system and any key aspects of law that link to the study of any key knowledge domains (ie Protected Characteristics, Online Safety Act).

Social and Emotional Learning

- Be able to recognise the full range of emotions experienced by adults and adolescents and know a range of techniques that can be used to regulate these.

Preparing for the Future

- The personal values, aspiration, qualifications and other skills needed to access the full range of career pathways, including those relating explicitly to Maths, English and Science.

Key Stage 4: Curriculum Intent

Philosophy, Politics, and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates both RSHE, citizenship, careers through a reflective and philosophical lens. In Key Stage 4, PPE develops key and distinct aspects of students’ statutory RE entitlement. At The Kingsway School, we believe the study of PPE is important because it helps our young people understand their place in society, encourages them to question the world around them as well as supporting them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK. In Key Stage 4, pupils develop their learning in our SIX Knowledge domains: Wellbeing and Morality,

Navigating the Modern World, Social and Emotional Learning, Respectful Relationships, Citizenship and Community, Preparing for the Future. Beyond our classrooms at Key Stage 4, we provide meaningful enrichment opportunities such as the opportunity to join our student leadership team as head students; take part in democratic processes in school and contribute to our school and wider communities. Fundamentally, the study of PPE in Key Stage 4 allows our young people to progress on a journey that empowers them to positively contribute to society. This is because the study of this multidisciplinary area is designed to give them a strong sense of self by developing a deeper understanding of what it means to exist within the ideological structures that make up British society by reflecting and evaluating seamlessly across all domains of politics, philosophy and economics. At its highest level, Key Stage 4 PPE should empower students to: consider the complex spheres of influence involved in shaping 'British Values'; develop reasoned and logical arguments with increasingly complex layers of thought; reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others.

Key Stage 4: Essential Knowledge Summary

Schemata 1: Wellbeing and Morality	Schemata 2: Navigating the Modern World	Schemata 3: Social and Emotional Learning
<p>Composite Knowledge: Students understand a range of ethical, moral, philosophical and personal viewpoints relating to the human experience.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Know the key philosophical concepts of: Virtue Ethics, Marxism and Post-Marxism. Know the key religious perspectives of Christianity and Islam. Know facts and opinions about medical ethics (specifically end of life ethics; stem cells and organ donation). Know facts and opinions about legal ethics (specifically crime and punishment). <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Explain different viewpoints on ethical issues. Critically evaluate these viewpoints by drawing on religious and philosophical positions. Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas. Use a range of cohesive devices to develop mature, convincing ideas. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Reflect and evaluate seamlessly across all domains of politics, philosophy and economics. Consider the complex spheres of influence involved in shaping 'British Values'. Develop reasoned and logical arguments with increasingly complex layers of thought. Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others. 	<p>Composite Knowledge: Composite: Composite: Pupils understand a range of ethical, moral, philosophical and personal viewpoints relating to various aspects of the modern world.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Dangers of the dark web Social Media and loneliness Revisiting the meaning of representation, stereotypes and the use of this in relation to the press in the UK. Revisit and Recall the key legal elements of The Online Safety Act. Understand what an online footprint is and how our data is used and sold by online organisations. Understand the key ethical dilemmas relating to AI. Know the dangers posed by 'the dark web'. Understand the impact of social media on loneliness. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Explain different viewpoints on ethical issues. Critically evaluate these viewpoints by drawing on religious and philosophical positions. Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas. Use a range of cohesive devices to develop mature, convincing ideas. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> Reflect and evaluate seamlessly across all domains of politics, philosophy and economics. Consider the complex spheres of influence involved in shaping 'British Values'. 	<p>Composite Knowledge: Students develop their communication skills across a range of contexts, including both in their personal relationships and a professional context.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Emotional regulation and conflict resolution relating to life in Key Stage 4. Revisit the idea of self control in relation to addiction and impact addiction can have on individuals with specific relation to gambling. The importance of personal relationship communication skills (e.g. communicating viewpoints and emotions). The conventions of effective and polite professional communication How to Showcase ourselves in a professional context (e.g. preparing for writing personal statements) What makes effective oracy in interviews for jobs and colleges. Addictive behaviours (gambling) <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Explain different viewpoints on ethical issues. Critically evaluate these viewpoints by drawing on religious and philosophical positions. Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas.

	<ul style="list-style-type: none"> • Develop reasoned and logical arguments with increasingly complex layers of thought. • Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others. 	<ul style="list-style-type: none"> • Use a range of cohesive devices to develop mature, convincing ideas. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Reflect and evaluate seamlessly across all domains of politics, philosophy and economics. • Consider the complex spheres of influence involved in shaping 'British Values'. • Develop reasoned and logical arguments with increasingly complex layers of thought. • Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others.
<p>Schemata 4: Respectful Relationships</p>	<p>Schemata 5: Citizenship and Community</p>	<p>Schemata 6: Preparing for the Future</p>
<p>Composite Knowledge: Students understand how their relationships and personal choices as adults impact themselves and others.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Know the features of self-respect and respect for others' boundaries and decisions. • Know how to recognise integrity and moral character. • Know the dangers of pornography. • Know the consequences of revenge porn • Understand different parenting roles • Know how to recognise isolation and loneliness and how to prevent these. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Explain different viewpoints on ethical issues. • Critically evaluate these viewpoints by drawing on religious and philosophical positions. • Manipulate vocabulary, punctuation, sentence structure and features to skilfully convey complex ideas. • Use a range of cohesive devices to develop mature, convincing ideas. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Reflect and evaluate seamlessly across all domains of politics, 	<p>Composite Knowledge: Students will gain a fundamental understanding of how key frameworks relating to human rights, the law and ethics govern public life and the institutions that influence it.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Revisiting UK political systems and beliefs and ideologies of core political parties. • How the UK links to the rest of the world such as relationships with the EU and the US. • An understanding of global human rights, laws and and the influence of cultural imperialism <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Formally discuss key ideas relating to citizenship and community using a range of oracy approaches designed to articulate our opinion and the opinion of others. • Use a range of cohesive devices to develop mature, convincing ideas. • Use a range of Spoken Language features such as body language, eye contact and intonation 	<p>Composite Knowledge: Students will have a fundamental understanding of personal economics.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • The difference between public and private sector jobs. • The dangers of debt and how to avoid it. • The concept of credit and how it can be used productively (i.e. through mortgages) and dangerously. • Types of insurance and why it is necessary. • The importance of savings and how this can impact the quality of life. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Spoken language <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Reflect and evaluate seamlessly across all domains of politics, philosophy and economics. • Consider the complex spheres of influence involved in shaping 'British Values'.

<p>philosophy and economics.</p> <ul style="list-style-type: none"> • Consider the complex spheres of influence involved in shaping 'British Values'. • Develop reasoned and logical arguments with increasingly complex layers of thought. • Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others. 	<p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> • Reflect and evaluate seamlessly across all domains of politics, philosophy and economics. • Consider the complex spheres of influence involved in shaping 'British Values'. • Develop reasoned and logical arguments with increasingly complex layers of thought. • Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others. 	<ul style="list-style-type: none"> • Develop reasoned and logical arguments with increasingly complex layers of thought. • Reflect deeply about the world we live in using a range of viewpoints and demonstrating a complex understanding of the seminal thinking of others.
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Key Stage 4 Final Composite Knowledge End Point

<ul style="list-style-type: none"> • By the end of Key Stage 4, pupils will know all of the content from Key Stage 3 and: <p>Wellbeing and morality</p> <ul style="list-style-type: none"> • Key religious perspectives, such as Christian and Muslim. • Key ethical and philosophical perspectives, such as Aristotle's Virtue Ethics, Marxist and Post-Marxist. • Application of these perspectives to medical and legal ethical issues. <p>Respectful Relationships</p> <ul style="list-style-type: none"> • Ethical issues around sex and relationships, including reference to perspectives outlined as part of 'wellbeing and morality'. <p>Navigating the modern world</p> <ul style="list-style-type: none"> • The core content of The Online Safety Act and why it is important, including the specific laws that are age appropriate (such as those relating to sexual ethical issues). • The risks of online life including: representation, misinformation, obsessive comparison, radicalisation, grooming and screen time, including content that is age appropriate. <p>Citizenship and Community</p> <ul style="list-style-type: none"> • UK links to the rest of the world such as relationships with the EU and the US. • An understanding of global human rights, laws and and the influence of cultural imperialism <p>Preparing for the future</p> <ul style="list-style-type: none"> • Economic skills for adult life. • The personal values, aspiration, qualifications and other skills needed to access the full range of career pathways, including the importance of Key Stage 4 examinations and their impact of life beyond school. <p>Social and Emotional Learning</p> <ul style="list-style-type: none"> • Be able to recognise the full range of emotions experienced by adults and adolescents and know a range of techniques that can be used to regulate these, including those relating to more maturing relationships. • Communication skills relating to a professional context such as interview, presentation and personal relationship skills in a professional context.

Appendix 2: Statutory guidance: by the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none">· 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 or who have married, for example, in an unregistered religious ceremony· 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/carers with respect to raising of children, including the characteristics of successful parenting· 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

- 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. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in 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 get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another 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 is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being safe

- 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 (in all contexts, including online)

Intimate and sexual relationships, including sexual health

- 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 or 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 men and women
- That there are a 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 to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- 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

