

PSHE – Long term curriculum map

		HT1	HT2	HT3	HT4	HT5	HT6
NC KS2	Subject knowledge Taught	Being me in My World <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy Having a voice Anti-social behaviour Role-modelling 	Celebrating Difference <ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy 	Dreams and Goals <ul style="list-style-type: none"> Personal learning goals In and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	Healthy Me <ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress 	Relationships <ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	Changing Me <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Year 7	Subject knowledge Taught	Being Me In My World <ul style="list-style-type: none"> Unique me Differences & Conflict My Influences Gateway Emotions Belonging to a group Peer-pressure Peer on peer abuse Online safety Sexting and the associated consequences Online legislation 	Celebrating Difference <ul style="list-style-type: none"> Bullying, prejudice & discrimination (positive & negative) Equality Act Bystanders Stereotyping Challenging influences Negative behaviour and attitudes Assertiveness 	Dreams and Goals <ul style="list-style-type: none"> Celebrating success Identifying goals Employment Learning from mistakes Overcoming challenges Planning skills Safe & unsafe choices Substances Gang Culture Knife Crime Exploitation Emergency first-aid 	Healthy Me <ul style="list-style-type: none"> Stress and anxiety Managing mental health Physical activity and mental health Effects of substances Legal consequences Nutrition Sleep Vaccination and immunisation importance of Information on making health choices 	Relationships <ul style="list-style-type: none"> Characteristics of healthy relationships Consent Relationships and change Emotions within friendships peer on peer abuse Rights and responsibilities, Being discerning, Assertiveness, Sexting 	Changing Me <ul style="list-style-type: none"> Puberty changes Reproduction facts FGM Breast flattening/ironing, Responsibilities of Parenthood IVF Types of committed relationships, Media and self-esteem, Self-image, Brain changes in Puberty Factors affecting moods Sources of help and support
	Big Question	How do I fit into the world I live in?	Do we need to feel ‘the same as’ to belong?	Can my choices affect my dreams and goals?	To what extent am I responsible for my mental and physical health?	What can make a relationship healthy or unhealthy?	How do I feel about becoming an adult?

	Rationale	<ul style="list-style-type: none"> Recognise that identity is affected by a range of factors. Understand how peer pressure operates within groups. Reflect upon how I present myself online Understand what can influence my behaviour online. Maintain positive on and offline relationships. Understand how my online identity can affect what others think and feel about me. Achieve an appropriate level of independence from others while maintaining positive relationships with them. Know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.) 	<ul style="list-style-type: none"> Describe what prejudice and discrimination are and how to challenge these. Empathise with people who face prejudice and discrimination and suggest ways to tackle this positively Explain some ways the Equality Act protects against prejudice and discrimination. Challenge my own and others' attitudes and values, and accept difference in others. Recognise the wide range of roles in society and the variety of individuals that operate within them. Define what stereotyping means and its potential impact. Identify what bullying is and what it is not and some of the motivations behind bullying behaviours. Know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination. Understand how respect has an impact on relationships. 	<ul style="list-style-type: none"> Identify my dreams and goals and recognise that these may change over time. Set goals and challenges for myself, set criteria for success and celebrate when I achieve them. Identify some of the skills that may benefit my future, including employment. Reflect upon my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. Identify barriers to achieving a goal and identify how I am going to overcome them. Explain how responsible choices enable me to move towards my dreams and goals. Demonstrate how to respond to a situation requiring first aid Provide examples of how irresponsible or unsafe choices could affect a person's dreams and goals. Understand that the choices I make affect my relationships, health and future. 	<ul style="list-style-type: none"> Explain ways to help myself when I feel stressed. Understand how health can be affected by emotions and know a range of ways to keep myself well and happy. Recognise when I feel stressed and the triggers associated with this. Identify how physical activity can help combat stress. Recognise what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and Others. Know about different substances and the effects they have on the body and why some people use them. Understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind. Evaluate the role of vaccinations and explain differing views on this. Summarise some key things I can do to sustain my wellbeing. 	<ul style="list-style-type: none"> Identify characteristics and benefits of positive, strong, supportive, relationships. Understand what expectations might be of having a romantic/attraction relationship Describe what is meant by the term consent. Identify the supportive relationships in my life Know that relationships change and suggest how to manage this. Suggest ways to manage conflict within my friendship group. Suggest skills which will keep my relationships happy and healthy Recognise when to apply assertiveness to my relationships when appropriate. Understand the personal and legal consequences of sexting. Summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is. 	<ul style="list-style-type: none"> Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes. Understand that practices such as female genital mutilation and breast ironing are forms of abuse. Know where to access help if I am worried or concerned about puberty or abuse. Explain how a baby is conceived naturally and that there are other ways a baby can be conceived, e.g. IVF. Understand how a baby develops inside the uterus and is born. Recognise that there are different types of committed stable relationships and that some people may choose to have children or not Identify the links between positive, healthy family relationships and effective parenting. Identify some of the roles and responsibilities of being a parent. Understand that the media can have a positive or negative impact on a person's self-esteem or body image. Know where to go for help if I am worried about my body image or self-esteem.
Year 8	Subject knowledge taught	Being Me In My World <ul style="list-style-type: none"> Self-identity Influences Family and identity Stereotypes Personal beliefs and judgements Managing expectations First impressions Respect for the beliefs of others Marriage 	Celebrating Difference <ul style="list-style-type: none"> Positive change made by others How positive behaviour affects feelings of wellbeing Social injustice Inequality Community cohesion and support Multiculturalism Diversity, race and religion Stereotypes Prejudice LGBT+ bullying Peer on peer abuse 	Dreams and Goals <ul style="list-style-type: none"> Long-term goals Skills Qualifications Careers Money and happiness Ethics and mental wellbeing Budgeting, Variation in income Positive and negative impact of money Online safety and legal responsibilities 	Healthy Me <ul style="list-style-type: none"> Long-term physical health Responsibility for own health Dental health Stress triggers and help tips Substances and mood Legislation associated with substances Exploitation and substances County lines 	Relationships <ul style="list-style-type: none"> Positive relationship with self Social media and relationship with self Negative self-talk Managing a range of relationships Peer on peer abuse Personal space, Online etiquette, Online privacy, Bullying and personal safety 	Changing Me <ul style="list-style-type: none"> Types of close intimate relationships Physical attraction Love Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography, Sexuality, Alcohol and risky behaviour

		<ul style="list-style-type: none"> Protected Characteristics Active listening 	<ul style="list-style-type: none"> Hate Crime Fear & emotions Stand up to bullying The golden rule Organ and blood donation 	<ul style="list-style-type: none"> Gambling issues 	<ul style="list-style-type: none"> Medicine, vaccinations and immunisation 	<ul style="list-style-type: none"> Social media issues and the law Coercion Unhealthy balance of power in relationships Sources of support 	
	Big Question	Can I choose how I fit into the world?	How different are we really?	Can the choices I make now influence my future?	Can I become more responsible for my health and happiness?	Because I am worth it...or am I?	What factors can make an intimate relationship happy and healthy?
	Rationale	<ul style="list-style-type: none"> Appreciate the similarities, differences and diversity of people's identities. Understand about collective and individual identities and cultural diversity. Recognise the influence family has on self-identity. Identify what is important for me and what I expect from myself, considering the beliefs and expectations of, for example, my family. Define what stereotypes are. Understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me. Identify influences and differences and use these positively in my relationships. 	<ul style="list-style-type: none"> Recognise the challenges faced by individuals when trying to make positive change. Provide examples of individuals who have made a positive contribution despite prejudice and discrimination. Describe what inequality means in the UK. Define what is and what is not bullying Provide examples of LGBT bullying and describe the steps that can be taken to challenge LGBT bullying. Recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity. Understand how respect and equality, or the lack of these, affects relationships. Know the I can make a difference (self-efficacy). 	<ul style="list-style-type: none"> Know what some of my long-term goals are, how I can achieve them, and how my short and medium-term goals might help me do that. Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. Understand some of the positive and negative roles that money can play in society. Describe how my activity online can be both positive and negative. Explain why it is important to keep track of spending. Identify the variations in income across the world. Recognise that money can be a divisive element in relationships and communities and can be a reason why people gamble. 	<ul style="list-style-type: none"> Identify some factors that help ensure good health in the longer term. Describe the steps that can be taken to keep teeth and gums healthy. Understand how health can be affected by emotions and know a range of ways to keep myself well and happy. Recognise when I feel stressed and the triggers associated with this. Know about different substances and the effects they have on the body and why some people use them. Understand what the law says about substance use and possession. Explain some of the links between substances and exploitation of young people. Identify the role of medicines and vaccines and recognise differing views on these. 	<ul style="list-style-type: none"> Understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. Identify that social media can both positively and negatively affect how I feel about myself. Recognise that relationships can cause strong feelings and emotions. Define what is meant by personal space and how this varies across my relationships both online and offline. Explain what is meant by control, power balance and coercion in a relationship. Understand how to use social media appropriately, safely and legally. Provide examples of how personal safety can be compromised online. 	<ul style="list-style-type: none"> Recognise different types of close, intimate relationships that people can have. Understand how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children. Describe some of the behaviours you would expect to find in a healthy romantic relationship. Summarise behaviours and attitudes that could make a relationship healthy or Unhealthy. Know where to get information to safely explore feelings about sexuality. Explain how pornography can impact on expectations and self-image. Identify some risks associated with drinking too much alcohol, including unprotected sex and non-consensual sex. Understand what the law says in relation to sex and Alcohol.
Year 9	Subject knowledge taught	Being Me In My World <ul style="list-style-type: none"> Perceptions about intimate relationships Consent Sexual exploitation Peer approval Peer on peer abuse Grooming Radicalization, County lines Risky experimentation, Positive and negative self-identity, Influences Social media Abuse and coercion, 	Celebrating Difference <ul style="list-style-type: none"> Protected Characteristics Equality Act Phobic and racist language Legal consequences of bullying Hate Crime Sexism Ageism Positive and negative language Banter Peer on peer abuse Bullying in the workplace Direct and indirect discrimination Harassment Victimisation. 	Dreams and Goals <ul style="list-style-type: none"> Personal strengths Health goals SMART planning The world of work Links between body image and mental health Non-financial dreams and goals Mental health and ill health Media manipulation Self-harm Self-esteem Stigma Anxiety disorders Eating disorders 	Healthy Me <ul style="list-style-type: none"> Misperceptions about young peoples' health choices Physical and psychological effects of drugs and alcohol Alcohol and the Law Alcohol and drug poisoning Addiction Smoking, Vaping Drug classification Supply and possession legislation 	Relationships <ul style="list-style-type: none"> Healthy relationships, Power and control in intimate relationships Risk in intimate relationships Importance of sexual consent Assertiveness skills Sex and the law Pornography and stereotypes Contraception choice Age of consent Family planning Consequences of unprotected sex 	Changing Me <ul style="list-style-type: none"> Mental health stigma Support strategies, Managing emotional changes Resilience and how to improve it Reflection on importance of sleep in relation to mental health Reflection on changes Benefits of relaxation

		<ul style="list-style-type: none"> Coercive control 	<ul style="list-style-type: none"> Prejudice, discrimination and stereotyping 	<ul style="list-style-type: none"> Depression 	<ul style="list-style-type: none"> Emergency situations; first aid & CPR Substances and safety Sources of advice and support 	<ul style="list-style-type: none"> STIs Support and advice services 	
	Big Question	To what extent does the world I live in affect my identity?	I being different a good thing?	Who do I dream of becoming?	How can substances impact on my well-being?	Can relationships ever be equal?	How can change affect my mental health?
	Rationale	<ul style="list-style-type: none"> Understand that different people have different expectations of intimate relationships. Know how to access support if worried about a relationship issue. Explain peer approval and how it can cause problems Describe what grooming is and provide Examples. Suggest links between risky behaviour choices and the influence of social groups. Explain how differences can be a source of conflict or a reason to celebrate. Understand what consent means for me within my peer and intimate social groups. Know how to report abusive or coercive behaviour 	<ul style="list-style-type: none"> Provide examples of different types of prejudice and discrimination. Explain how the Equality Act has protected characteristics and why these are important. Distinguish between ‘banter’ and sexist, LGBT-phobic and racist language. Understand the complexities associated with gender identity. Challenge my own and others’ attitudes towards difference in relation to sexism, ageism and gender identity. Identify positive and negative language and recognise my own language style. Recognise that there are different types of bullying (verbal, physical, online). Know what to do if I encounter bullying. Understand about protected characteristics and how everyone has the responsibility to challenge discrimination. Explain how prejudice, discrimination and bullying can arise and how these can affect mental health. 	<ul style="list-style-type: none"> Identify my personal strengths. Recognise some health goals I would like to achieve. Produce a SMART plan and know how to apply it to support my life and learning. Be able to accept helpful feedback and reject unhelpful criticism. Know the difference between mental health and mental ill-health. Consider factors that can contribute to a person’s mental ill health Identify how to access support if I am worried about a mental health issue. Understand how media manipulation can be involved in a person’s mental ill-health. Consider how self-esteem can be affected by the media positively and negatively. 	<ul style="list-style-type: none"> Recognise that there are misperceptions about the health choices of people my age. Identify the physical and emotional effects of alcohol and how it can affect decision-making. Know what the law says about alcohol. Understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals. Explain some facts about drug classification and what the law says about possession and supply of drugs. Learn about the recovery position and how to contact emergency services. Explain what to do in an emergency situation involving substances. 	<ul style="list-style-type: none"> Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship. Identify the features of positive, stable, intimate relationships. Know that I have a choice in many situations, including when I want to say no. Understand that consent is a vital feature of a sexual relationship. Know about sex and the law and the law and also how this is applied to online and social media. Recognise that contraception is important for sexual health as well as preventing a pregnancy. Understand that pornography and some media images give a false impression of sex and sexual relationships. Develop knowledge and understanding about different sexually transmitted infection. Identify how to access help and support if required from sexual health clinics. 	<ul style="list-style-type: none"> Know that my mental health can be affected by different situations and experiences. Identify some common mental health issues and how to challenge the stigma about mental health issues. Know where to access support if I am worried about my mental health. Recognise that sleep is important for psychological, physical reasons and is for learning. Explain what resilience is and how this can be developed. Reflect on the changes that my body and brain have undergone since starting puberty. Consider the changes yet to come and how to manage these. Know where to access support if I am worried about an aspect of change in my life. Summarise how different types of change can affect mental health and know some strategies to stay resilient.
Year 10	Subject knowledge taught	Being Me In My World <ul style="list-style-type: none"> Human rights Societal freedom Understanding safety in UK and beyond Ending relationships safely Stages of grief, loss and bereavement Peer on peer abuse Social media and culture Use of online data 	Celebrating Difference <ul style="list-style-type: none"> Equality including in the workplace, society and in relationships Equality Act 2010 Vulnerable groups including disability and hidden disability Workplace expectations Rights and responsibilities Power and control in relationships Coercive control Benefits of multicultural societies 	Dreams and Goals <ul style="list-style-type: none"> Impact of physical health in reaching goals Relationships and reaching goals Resilience Work/life balance Connections and impact on mental health Balanced diet Vital organs Blood donation Benefits of helping others 	Healthy Me <ul style="list-style-type: none"> Improving health Mental health Sexual health Blood-borne infections Self-examination, Diet and long-term health Misuse of prescription drugs Substances and the body Common mental health disorders 	Relationships <ul style="list-style-type: none"> Sustaining long-term relationships Intimacy Healthy relationship with self Attraction Love Lust Relationship choices Ending relationships safely 	Changing Me <ul style="list-style-type: none"> Impact of societal change on young people Role of media on societal change Reflection on change so far and how to manage it successfully Decision making, Sexual identity Gender, spectrum of sexuality Stereotypes in romantic relationships

		<ul style="list-style-type: none"> Threats to online safety Online identity, Assessing and managing risk The law and social media Risk and emergency contacts Positive and negative relationships 	<ul style="list-style-type: none"> Equity Equality and inequality My health 	<ul style="list-style-type: none"> Online profile and impact on future goals and employability 	<ul style="list-style-type: none"> Positive impact of volunteering Common threats to health including chronic disease Epidemics Misuse of antibiotics Organ donation Stem cells 	<ul style="list-style-type: none"> Consequences of relationships ending; e.g. bullying, peer on peer abuse, revenge porn, grief-cycle, impact on family Understanding love Fake news Pornography 	<ul style="list-style-type: none"> Sexual identity and risk, Physical and emotional changes Family changes Sources of support
	Big Question	I managing my online and offline world within my control?	Does difference result in inequality?	Is success only possible when physical and emotional needs are in balance?	To what extent am I in control?	Is love all you need?	Can all change be positive in some way?
	Rationale	<ul style="list-style-type: none"> Describe what personal freedom means to me. Recognise the positive and negative role of social media. Understand the impact social media has on culture and identity. Recognise how online data is used both positively and negatively. Identify potential threats to online safety. Explain “netiquette” and legislation relating to online safety. Describe actions to mitigate risk in a range of situations and know how to get help if personal safety is threatened. 	<ul style="list-style-type: none"> Define what equality is. Explain some consequences of not adhering to the Equality Act. Know what is expected of me and what I can expect in the workplace. Recognise the benefits of multi-cultural societies. Appreciate the differing views and opinions of individuals Explain some of the physical and mental consequences of unequal treatment of individuals. Identify the misuse of power in relationships and provide examples of the physical and mental consequences associated with these. identify individuals and groups that may experience inequality and examples of organisations who campaign for equality. Understand some of the ways in which aspects of health can impact on life chances particularly education. 	<ul style="list-style-type: none"> Describe the relationships in my life that will support me in reaching my goals. Assess how I can respect and nurture the important relationships in my life. Define what resilience is and identify both my areas of strength and where I need to develop. Understand the impact that poor mental health can have on my goals. Explain the importance of balance in all aspects of my life (work, social life, family, etc.). Recognise the importance of connections in relation to healthy relationships. Understand how relationships and being part of a community can support me and others to achieve our goals 	<ul style="list-style-type: none"> Identify the range of factors that affect my physical and mental health. Recognise there are a wide range of actions that I can use to enhance and protect my health. Awareness of the potential risks associated with a range of substances including prescribed and over-the-counter drugs. Know the importance of looking after myself and that it is my responsibility to do so. Have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance. Understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation 	<ul style="list-style-type: none"> Identify the important elements in long-term relationships. Understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices. Recognise the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this Identify sources of help and support for when relationships end including bereavement and divorce, family separation. Recognise the physical and mental benefits of connectedness. Assess the impact healthy relationships can have on children. Evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc. 	<ul style="list-style-type: none"> Identify some of the changes in society that will affect me. Identify the emotional impact societal change can have on young people. Assess the role of media, including social media on social change. Recognise the impact of the range of changes families can experience and their impact on children and their parents/family. Understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary. Identify where to find help and support around sexual identity and gender. Explain gender and stereotypes in relation to a range of romantic relationships. Understand the relationship between physical change, self-esteem and emotional change.
Year 11	Subject knowledge taught	Being Me In My World <ul style="list-style-type: none"> Becoming an adult. Age limits and the law Relationships and the law Consent Coercive control, Peer on peer abuse Domestic abuse Honour based violence 	Dreams and Goals <ul style="list-style-type: none"> Anxiety Solution focused thinking Sleep Relaxation Career Aspirations Managing finances, budgeting, and borrowing money. Skills Identification, Realistic goals, Gambling Financial pressure 	Healthy Me <ul style="list-style-type: none"> Managing anxiety and stress Exam pressure Concentration strategies Work-life balance Sexual health, Hygiene, Self- examination, STIs Sexual pressure Fertility issues 	Relationships <ul style="list-style-type: none"> Stages of intimate relationships, Positive and negative connotations of sex Spectrum of gender and sexuality LGBT+ rights and protection under the Equality Act “Coming Out” challenges LGBT+ media stereotypes Peer on peer abuse 	GCSE Examinations	GCSE Examinations

		<ul style="list-style-type: none"> • Arranged and forced marriages • The Equality Act 2010 • The law on internet use and pornography • Social media concerns • Sexting • Keeping safe • Emergency situations, key advice, first aid, scenarios and consequences 	<ul style="list-style-type: none"> • Debt, • Dream jobs • Skill sets • Employment, education and training options • Long-term relationship dreams and goals • Parenting • Skills and challenges • Resilience • What to do when things go wrong 	<ul style="list-style-type: none"> • Contraception, • Consent • Pregnancy; facts and myths • Pregnancy choices including adoption, abortion • Bringing up a baby and financial implications, • Identifying a range of risks including rape and strategies for staying safe • Expectations in relationships 	<ul style="list-style-type: none"> • Power control and sexual experimentation • Forced marriage, • Honour-based violence • FGM and other abuses • Hate crime, • Sources of support 		
	Big Question	Are we in the adult world at 16?	Can I rely on myself to achieve goals or do I need luck or destiny?	Should relationships, sex and sexual health be discussed more openly?	Is it possible to stay true to yourself and be in healthy relationships?		
	Rationale	<ul style="list-style-type: none"> • Identify what 'being an adult' means to me. • Provide examples of legislation that relates to sex and relationships. • Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this. • Describe legislation around the possession and supply of drugs, tobacco and other substances. • Identify why pornography is legislated against and the potential consequences of viewing pornography. • Recognise the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help. • Apply this knowledge to a range of scenarios where emergency aid may be needed. 	<ul style="list-style-type: none"> • Identify of some ways to help me manage any anxiety I may feel now and in the future. • Know where I can access further information and support about mental health. • Identify my financial goals and whether these are realistic in the short or longer term. • Understand the possible consequences of debt and sources of support for people in debt or have a gambling problem. • Recognise the risks associated with gambling as an answer to debt or financial pressures. • Identify if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships. • Explain the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them. • Develop some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met. • Understand what I need to do to achieve successful health, relationships and life-goals. 	<ul style="list-style-type: none"> • Explain the links between sleep and physical/ mental health. • Understand the preventative steps that can be taken to reduce the chance of contracting STIs and knowledge of the treatment available for STIs. • Understand what consent is in relation to sexual relationships. • Identify the choices available in relation to contraception and pregnancy and know key facts about fertility and pregnancy. • Explain the range of risks to physical and mental health associated with unhealthy sexual relationship. • Summarise ways people can stay healthy when they are sexually active. • Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health 	<ul style="list-style-type: none"> • Recognise that an intimate relationship can move through different stages and how behaviour may change according to the stage. • Explain what I can do to protect my sexual and reproductive health now, and in the future. • Understand that for some people, gender identity and sexuality is fluid and for others it is fixed. • Recognise that 'coming out' can be challenging for some LGBTQ+ people and it is up to them to choose the right time for this. • Recognise when there is an imbalance of power within an intimate relationship. • Know how to recognise illegal behaviour within an intimate relationship, how and where to report it. • Explain why honour-based violence and forced marriage is unacceptable and illegal. • Explain what FGM and breast ironing is, and why it is illegal. • Know how to report honour-based crimes or hate crime against LGBTQ+ people. 		

Big Ideas	<ul style="list-style-type: none"> • Being me in my world: To prepare students for life in Modern Britain to enable them to make positive contribution to their school, local and wider communities • Celebrating Difference: Exploring the concept of stereotypes, bullying and prejudice both within society and the work place and how this can have detrimental effects both on the perpetrator and the victim. • Dreams and Goals’: To Provide age appropriate Careers Education Advice Information and Guidance (CEIAG) that will enable students to make informed post-16 pathways choices during year 11. • Healthy Me: Enable students to understand the required components to maintain a healthy and balanced lifestyle inclusive of physical and mental health. • Relationships: Implementation of age appropriate relationship information to enable students to make informed choices from the onset of secondary school and progression from adolescence to adulthood. • Changing Me’: Enabling students to identify, understand and recognise individual changes and development throughout their journey from childhood, during the onset of puberty and into adulthood.
KSS opportunities	<ul style="list-style-type: none"> • PSHE education remains an integral component throughout all post 16 education courses. Each provider will deliver PSHE education in a prescribed manner in line with government guidance.
Curriculum CEIAG Links	<ul style="list-style-type: none"> • CEIAG related skills – Empathy, Understanding, Problem Solving, Teamwork, Organisation. • Career Pathway Links-Educator, range of Health and Social Care Professions, Sports Coach, Councillor, Politics, Civil-Service. • A range of providers will deliver curriculum learning in conjunction with the prescribed PSHE curriculum topics-examples of providers will include the Red Cross, Department for Work and Pensions, Oldham Youth Council, St Johns Ambulance and Greater Manchester Police (GMP), • A range of providers will deliver post 16/subject careers-based presentations to develop student aspirations and provide them with information to make informed choices in relation to their preferred post 16 future career pathways.
Opportunity for learning outside of the classroom	<ul style="list-style-type: none"> • KS3 students will have the opportunity to visit one of our partner Universities throughout the academic year (Edge Hill University, University of Manchester, University of Huddersfield and University of Cambridge-Sidney Sussex College. • Range of providers and employers will facilitate workshops, presentations and mock interviews to prepare students for their post 16 applications pathways. • Colleagues from the Oldham Safeguarding Team and_Brook Sexual Health Clinicians will deliver aspects of the KS4 Relationships modules to support best practise. • Range of opportunities for students to undertake employer engagement opportunities throughout the academic year.