

Health and Wellbeing

Year 7 Autumn 1 & Spring 2 | Year 8 Autumn 1 & Spring 2 | Year 9 Autumn 2 & Spring 1
Year 10 Autumn 1 & Spring 2 | Year 11 Autumn 2 & Spring 2

CORE THEMES

- How to manage transition
- How to maintain physical, mental and emotional health and wellbeing;
- How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
- Parenthood and the consequences of teenage pregnancy*
- How to assess and manage risks to health; and to keep themselves and others safe
- How to identify and access help, advice and support
- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle

* Sexual health is included within this core theme; however, it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

KS3 (POS)

H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
H3. to accept helpful feedback or reject unhelpful criticism
H8. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to access sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM
H11. about the use of contraception, including the condom and pill; to negotiate condom use
H14. to recognise and manage what influences their choices about exercise
H19. that identity is affected by a range of factors, including the media and a positive sense of self
H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
H21. to understand how the inappropriate use of mobile phones can contribute to accidents
H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)
H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)

KS4 (POS)

H1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
H5. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it [NB The use of teaching activities, visiting speakers or lesson materials that provide detail on ways of self-harming, restricting food/inducing vomiting, hiding self-harm or disordered eating from others etc., or that might provide a role model or inspiration for vulnerable pupils (e.g. personal accounts of the 'benefits' someone experienced from their self-harm/disordered eating, their weight change etc.) can be harmful and should always be avoided
H8. how lifestyle choices affect a developing foetus
H9. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
H12. how to recognise and follow health and safety procedures
H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

Relationships

Year 7 Spring 1 & Summer 1 | Year 8 Spring 1 & Summer 1 | Year 9 Autumn 1 & Summer 1
Year 10 Spring 1 & Summer 1 | Year 11 Spring 1 & Summer 1

CORE THEMES

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support

KS3 (POS)

- R3.** to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4.** to explore the range of positive qualities people bring to relationships
- R6.** the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
- R7.** that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
- R12.** how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13.** to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- R14.** to understand what expectations might be of having a girl/boyfriend
- R18.** that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected
- R22.** about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances
- R24.** about the difference between assigned/biological sex, gender identity and sexual orientation
- R25.** to recognise that there is diversity in sexual attraction and developing sexuality
- R26.** the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- R31.** to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
- R32.** to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
- R33.** laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon
- R34.** about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support
- R37.** how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns

KS4 (POS)

- R1.** strategies to manage strong emotions and feelings
- R6.** managing changes in personal relationships including the ending of relationships
- R10.** the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
- R11.** about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
- R12.** how to access such organisations and other sources of information, advice and support
- R13.** about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R17.** to understand the pernicious influence of gender double standards and victim-blaming
- R23.** to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
- R28.** about the options open to people who are not able to conceive
- R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

CORE THEMES

- Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- The economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

KS3 (POS)

- L1.** to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L4.** strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
- L5.** about the potential tensions between human rights, British law and cultural and religious expectations and practices
- L6.** about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
- L8.** about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9.** to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10.** different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11.** about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12.** about different work roles and career pathways, including clarifying their own early aspirations
- L13.** about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14.** about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision making process
- L15.** the benefits of being ambitious and enterprising in all aspects of life
- L16.** the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

KS4 (POS)

- L1.** to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
- L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L5.** how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
- L6.** how social media can offer opportunities to engage with a wide variety of views on different issues
- L9.** about harassment and how to manage this (including in the workplace); the legal consequences of harassment
- L10.** how their strengths, interests, skills and qualities are changing and how these relate to future employability
- L11.** about the information, advice and guidance available to them and how to access the most appropriate support
- L12.** to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- L13.** about the range of opportunities available to them for career progression, including in education, training and employment
- L14.** about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- L15.** to research, secure and take full advantage of any opportunities for work experience that are available
- L16.** about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- L17.** attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- L18.** about confidentiality in the workplace, when it should be kept and when it might need to be broken
- L19.** to develop their career identity, including how to maximise their chances when applying for education or employment opportunities
- L21.** to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices
- L22.** their consumer rights and how to seek redress

KEY:**Health & Wellbeing****Living in the Wider World****Relationships**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7					
Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills & aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8					
Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. Pornography	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9					
Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skill Employability and online presence
Year 10					
Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Work experience Preparation for and evaluation of work experience and readiness for work	Healthy relationships Relationships & sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism & radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
Year 11					
Next steps Application processes, and skills for further education, employment and career progression	Building for the future Self-efficacy, stress management, and future opportunities	Communication in relationships Personal values, assertive communication (including contraception & sexual health), relationship challenges & abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationship	