

The Beacon Centre

PSHE

PSHE (personal, social, health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. PSHE education helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain. PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. PSHE education makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is 'broadly based, balanced and meets the needs of pupils'. Schools must 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life' while having a duty to keep pupils safe.

DB	DP	LB	MS	HG	Chestnuts

Long Term overview of the topics that each class will study during each half term.						
	KS3A	KS3B	YEAR 10	YEAR 11	GREEN ROOM	CHESTNUTS
Autumn 1	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence, self-esteem, and mental health are affected	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for

	<p>relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of</p>	<p>g, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R42. to recognise peer influence and to develop strategies for managing it, including online R43. the</p>	<p>H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get</p>	<p>R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R5. the legal rights, responsibilities and protections provided by the Equality Act 2010 R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R7. strategies to access reliable, accurate</p>	<p>positively and negatively by internal and external influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>	<p>managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationship</p>
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	<p>themselves or others, and how to get help R31. that intimate relationships should be pleasurable. R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including</p>	<p>role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access</p>	<p>appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs H24. to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators H25. to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or other.</p>	<p>and appropriate advice and support with relationships, and to assist others to access it when needed R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours. R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours R10. to understand a variety of faith and cultural practices and beliefs</p>		<p>s in providing support H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of</p>
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	<p>marriage and civil partnership s) for family life and bringing up children. R37. the characteristics of abusive behaviours, such as grooming, sexual harassment , sexual and emotional abuse, violence and exploitation ; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>	<p>appropriate support R47. motivations , misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>		<p>concerning relationships and sexual activity; to respect the role these might play in relationship values. R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending of relationship R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R14. the opportunities and potential risks of</p>		<p>weight change). H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</p>
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				<p>establishing and conducting relationships online, and strategies to manage the risks</p> <p>R15. the legal and ethical responsibilities people have in relation to online aspects of relationships</p> <p>R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help</p> <p>R17. ways to access information and support for relationships including those experiencing difficulties.</p>		
Autumn 2	H6. how to identify and articulate a range of emotions accurately and	R24. that consent is freely given; that being pressurised, manipulated or	R28. to recognise when others are using manipulation,	H19. the consequences of substance use and misuse for the mental	R1. about different types of relationships, including those within	H1. to accurately assess their areas of strength and development

	<p>sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to</p>	<p>coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R29. the impact of</p>	<p>persuasion or coercion and how to respond R29. the law relating to abuse in relationships, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support,</p>	<p>and physical health and wellbeing of individuals and their families, and the wider consequences for communities H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation. H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online H23.</p>	<p>families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse</p>	<p>nt, and where appropriate, act upon feedback H2. how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to</p>
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	<p>promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour</p>	<p>sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable. R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health') R33. the risks related to unprotected sex R34. the consequences of unintended pregnancy, sources of support and the options available R35. the roles and responsibilities</p>	<p>and how to access them R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support R34. strategies to challenge all forms of prejudice and discrimination. R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs R36. skills to support younger peers when in positions of influence R37. to recognise situations</p>	<p>strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs) H24. to increase confidence in performing emergency first aid and life-saving skills, including cardiopulmonary resuscitation (CPR) and the use of defibrillators H25. to understand and build resilience to thinking errors associated with gambling</p>	<p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. R13. how to safely and responsibly form, maintain and manage positive relationships</p>	<p>peer and other influences that affect both how they think about themselves and their health and wellbeing</p>
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	<p>from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change). H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</p>	<p>ies of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children. R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation ; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>	<p>where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime.</p>	<p>(e.g. 'gambler's fallacy') the range of gambling-related harms, and how to access support for themselves or other.</p>	<p>s, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to</p>	
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					<p>access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and</p>	
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					<p>bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them.</p>	
Spring 1	<p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H3. how</p>	<p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge</p>	<p>H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>H27. about specific STIs, their treatment and how to reduce the risk of transmission</p> <p>H28. how to respond if someone has, or may have, an STI (including ways to</p>	<p>R28. to recognise when others are using manipulation, persuasion or coercion and how to respond</p> <p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the</p>	<p>H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>H25. strategies</p>	<p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences</p>

	<p>different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>	<p>stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H11. the causes and triggers for unhealthy coping strategies, such as self-harm and</p>	<p>access sexual health services H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H30. about healthy pregnancy and how lifestyle choices affect a developing foetus H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors H32. about the possibility of miscarriage and support available to people who are not able</p>	<p>skills and strategies to respond to exploitation, bullying, harassment and control in relationships R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support R34. strategies to challenge all forms of prejudice</p>	<p>to manage a range of influences on drug, alcohol and tobacco use, including peer information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and</p>	<p>and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of</p>
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		<p>eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change). H12. how to recognise when they or others need help with their mental health and wellbeing;</p>	<p>to conceive or maintain a pregnancy H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. R18. about the concept of consent in maturing relationships R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour R21. the skills to assess their readiness for sex, including sexual activity</p>	<p>and discrimination. R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs R36. skills to support younger peers when in positions of influence R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious</p>	<p>addiction including awareness of help to overcome addictions. H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling "H33. how to get help in an</p>	<p>this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and</p>
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		<p>sources of help and support and strategies for accessing what they need.</p>	<p>online, as an individual and within a couple R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	<p>organised crime, including cybercrime.</p>	<p>emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the</p>
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						<p>influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them.</p>
Spring 2	R1. about different	H1. to accurately	H5. the characterist	H26. the different	R38. to recognise	H23. the positive and

	<p>types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise</p>	<p>assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this</p>	<p>issues of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health</p>	<p>types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services H30. about healthy pregnancy and how</p>	<p>bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge</p>	<p>negative uses of drugs in society including the safe use of prescribed and over-the-counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peer H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks</p>
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	<p>that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex. R13. how to safely and responsibly</p>	<p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>	<p>concerns H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming,</p>	<p>lifestyle choices affect a developing foetus H31. that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factor H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy H33. about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. R18. about the concept of consent in maturing relationships R19. about</p>	<p>discrimination, and how to do so safely, including online. R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about the factors that contribute to young</p>	<p>associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions. H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health,</p>
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	<p>form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people</p>		<p>restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change). H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>	<p>the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences</p>	<p>people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling "H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>
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	<p>online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of</p>					
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	change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them.					
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them R2. indicators of positive, healthy relationships and unhealthy relationships, including	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health H6. about change and its impact on mental health and wellbeing and to recognise	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and

	<p>drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peer H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances</p>	<p>online R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media</p>	<p>influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.</p>	<p>the need for emotional support during life changes and/or difficult experiences H7. a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available H9. the importance</p>	<p>and withdraw consent (in all contexts, including online R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate</p>	<p>relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online. R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure</p>
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	<p>H29. about the concepts of dependence and addiction including awareness of help to overcome addictions.</p> <p>H30. how to identify risk and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences</p>	<p>portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex.</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships,</p>		<p>of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/ inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).</p> <p>H10. how to recognise when they</p>	<p>relationships should be pleasurable.</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. the consequences of unintended pregnancy, sources of support and the options available</p> <p>R35. the roles and responsibilities of parents, carers and children in families</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up</p>	<p>and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions</p>
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	<p>relating to gambling "H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile</p>		<p>or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>	<p>children. R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others</p>	<p>ons and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>
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		<p>after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships</p>				
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		s, and how to access them.				
Summer 2	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice R41. the	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peer H26. information about alcohol, nicotine and other legal and illegal substances,	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R2. the role of pleasure in intimate relationships, including orgasms R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R5. the legal rights, responsibilities and protections	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characteristics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns H9. strategies to understand and build resilience, as well as how to	R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should

	<p>need to promote inclusion and challenge discrimination, and how to do so safely, including online. R42. to recognise peer influence and to develop strategies for managing it, including online R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p>	<p>including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dependence and addiction including awareness of help to overcome addictions. H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing</p>	<p>provided by the Equality Act 2010 R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p>	<p>see and manage feelings about this H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.</p>	<p>respond to disappointments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide</p>	<p>always be respected R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent R30. how to manage any request or pressure to share an image of themselves or others, and how to get help R31. that intimate relationships should be pleasurable. R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health' R33. the risks related to unprotected sex R34. the consequences of</p>
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	<p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling "H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values. R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending</p>		<p>instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change). H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</p>	<p>unintended pregnancy, sources of support and the options available R35. the roles and responsibilities of parents, carers and children in families R36. the nature and importance of stable, long-term relationships (including marriages and civil partnerships) for family life and bringing up children. R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive</p>
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			<p>of relationship R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships R16. to recognise unwanted attention (such as harassment and stalking including online),</p>			<p>behaviours or access support for themselves or others</p>
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			ways to respond and how to seek help R17. ways to access information and support for relationships including those experiencing difficulties.			
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