## 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 ov	ong 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	R38. to	H19. the	R1. the	H1. to	H6. how to	
	consent is	recognise	consequenc	characterist	accurately	identify and	
	freely given;	bullying,	es of	ics and	assess their	articulate a	
	that being	and its	substance	benefits of	areas of	range of	
	pressurised,	impact, in	use and	strong,	strength	emotions	
	manipulate	all its forms;	misuse for	positive	and	accurately	
	d or	the skills	the mental	relationship	developme	and	
	coerced to	and	and physical	s, including	nt, and	sensitively,	
	agree to	strategies	health and	mutual	where	using	
	something	to manage	wellbeing of	support,	appropriate	appropriate	
	is not giving	being	individuals	trust,	, act upon	vocabulary	
	consent,	targeted or	and their	respect and	feedback	H7. the	
	and how to	witnessing	families,	equality	H2. how	characterist	
	seek help in	others	and the	R2. the role	self-	ics of	
	such	being	wider	of pleasure	confidence	mental and	
	circumstanc	bullied	consequenc	in intimate	self-esteem,	emotional	
	es	R39. the	es for	relationship	and mental	health and	
	R25. about	impact of	communitie	s, including	health are	strategies	
	the law	stereotypin	s	orgasms	affected	for	

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 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

g, prejudice and discriminati on on individuals and relationship R40. about the unacceptabi lity of prejudicebased language and behaviour, offline and online, including sexism, homophobi a, biphobia, transphobia , racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discriminati on, and how to do so safely, including online. R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the

get

H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationship s 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 environmen ts, including online H23. strategies for identifying risky and emergency situations, including online; ways to manage these and

R3. to respond appropriate ly to indicators of unhealthy relationship s, including seeking help where necessary R3. to respond appropriate lv to indicators of unhealthy relationship s, including seeking help where necessary R5. the legal rights, responsibilit ies 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

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 assertivene ss and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

managing these H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconcepti ons associated with helpseeking and mental health concerns H9. strategies to understand and build resilience, as well as how to respond to disappoint ments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participatio n and the value of positive relationship

themselves or others, and how to get help R31. that intimate relationship s should be pleasurable. R32. the communica tion and negotiation skills necessary for contracepti ve use in healthy relationship s (see also 'Health' R33. the risks related unprotecte d sex R34. the consequenc es of unintended pregnancy, sources of support and the options available R35. the roles and responsibilit ies of parents, carers and children in families R36. the nature and importance of stable, long-term relationship s (including

role peers can play in help, supporting one another to resist pressure legal and influence, challenge harmful social norms and access appropriate support R44. that the need in for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this R45. about S the factors that contribute to young people joining gangs; the social, legal with and physical consequenc (e.g. es of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to

access

appropriate including where there may be consequenc es (e.g. drugs and alcohol, violent crime and gangs H24. to increase confidence performing emergency first aid and life-saving skills, including cardiopulmonary resuscitatio n (CPR) and the use of defibrillator H25. to understand and build resilience to thinking errors associated gambling 'gambler's fallacy') the range of gamblingrelated harms, and how to access support for themselves or other.

and appropriate advice and support with relationship s, and to assist others to access it when needed R8. to understand the potential impact of the portrayal of sex in pornograph y and other media, including on sexual attitudes, expectation s 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

s in providing support H11. the causes and triggers for unhealthy coping strategies, such as selfharm 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 selfharming, restricting food/induci ng vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of

marriage and civil partnership s) for family life and bringing up children. R37. the characterist ics 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

appropriate support R47. motivations misconcepti ons and consequenc es of carrying weapons and strategies for managing pressure to carry a weapon

concerning relationship s 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 relationship R12. to safely and responsibly manage changes in personal relationship

s including

the ending

relationship

R13. ways

to manage

grief about

separation, divorce and bereaveme nt; sources of support and how to access them R14. the opportuniti es and potential risks of

changing relationship s including the impact

of

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.

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				and		
				conducting		
				relationship		
				s online,		
				and		
				strategies		
				to manage		
				the risks		
				R15. the		
				legal and		
				ethical		
				responsibilit		
				ies people		
				have in		
				relation to		
				online		
				aspects of		
				relationship		
				S		
				R16. to		
				recognise		
				unwanted		
				attention		
				(such as		
				harassment		
				and stalking		
				including		
				online),		
				ways to		
				respond		
				and how to		
				seek help		
				R17. ways		
				to access		
				information		
				and support		
				for		
				relationship		
				s including		
				those		
				experiencin		
				g		
				difficulties.		
Autumn 2	H6. how to	R24. that	R28. to	H19. the	R1. about	H1. to
	identify and	consent is	recognise	consequenc	different	accurately
	articulate a	freely given;	when	es of	types of	assess their
	range of	that being	others are	substance	relationship	areas of
	emotions	pressurised,	using	use and	s, including	strength
	accurately	manipulate	manipulatio	misuse for	those	and
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	and	u ui	n,	the mental	WILHIII	developme

sensitively, using appropriate vocabulary H7. the characterist ics 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 misconcepti ons associated with helpseeking and mental health concerns H9. strategies understand and build resilience, as well as how to respond to disappoint ments and setbacks H10. a range of healthy coping strategies and ways to

coerced to agree to something is not giving consent, and how to seek help in such circumstanc es 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 in consent has been given; S that if consent is the not given or is withdrawn, that decision should always be respected R28. to the gauge readiness for sexual intimacy R29. the

impact of

persuasion or coercion and how to respond R29. the law relating to abuse in relationship s, 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 exploitation , bullying, harassment and control relationship R32. about challenges associated with getting help in domestic abuse situations of all kinds; importance of doing so; sources of appropriate advice and support,

and physical health and wellbeing of individuals and their families, and the wider consequenc es for communitie H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationship s 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 environmen ts, including online H23.

families, friendships, where romantic or intimate relationship s and the factors that selfcan affect them R2. indicators of positive, healthy relationship and s and unhealthy relationship and s, including online R3. about the similarities, this differences and diversity media among people of different and race, body culture, ability, sex, gender identity, age and body sexual orientation R4. the difference between biological sex, gender identity and sexual orientation R5. to recognise H4. that sexual attraction and sexuality are diverse resilience to

nt, and appropriate , act upon feedback H2. how confidence self-esteem, and mental health are affected positively negatively by internal external influences and ways of managing H3. how different portray idealised artificial shapes; how this influences satisfaction and body image and how to critically appraise what they see and manage feelings about this strategies to develop assertivene ss and build

promote wellbeing and boost mood, including physical activity, participatio n and the value of positive relationship s in providing support H11. the causes and triggers for unhealthy coping strategies, such as selfharm 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 selfharming, restricting food/induci ng vomiting, hiding behaviour

sharing

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consent

R30. how to

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and how to

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R31. that

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R34. the

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images of

and how to access them R33. The law relating to 'honour'based violence and forced marriage; the consequenc es for individuals and wider society and ways to access support R34. strategies to challenge all forms of prejudice and discriminati on. 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

for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequenc es (e.g. drugs and alcohol, violent crime and gangs H24. to increase confidence in performing emergency first aid and life-saving skills, including cardiopulmonary resuscitatio n (CPR) and the use of defibrillator H25. to understand and build resilience to thinking errors associated with gambling

strategies

R6. that marriage is a legal, social and emotional commitmen t that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationship s and the potential impact of this on people's expectation s of relationship R8. that the portrayal of sex in the media and social media (including pornograph y) can affect people's expectation s of relationship s and sex. R13. how to safely and responsibly form, maintain and manage positive relationship

peer and other influences that affect both how they think about themselves and their health and wellbeing

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.

ies of parents, carers and children in families R36. the nature and importance of stable, long-term relationship s (including marriage and civil partnership s) for family life and bringing up children. R37. the characterist ics 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

where they (e.g. are being 'gambler's fallacy') the adversely influenced, range of or are at gamblingrisk, due to related being part harms, and of a how to particular access support for group or gang; themselves strategies or other. to access appropriate help R38. factors which contribute to young people becoming

involved in

organised

including

cybercrime.

serious

crime,

s, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationship s (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 communica tion, negotiation and compromis R17. strategies

to identify and reduce

risk from

online that they do not already know; when and how to

people

access help R18. to manage the strong feelings that relationship s can cause (including sexual attraction) R19. to develop conflict manageme nt skills and strategies to reconcile after disagreeme nts R20. to manage the influence of drugs and alcohol on decisionmaking within relationship s and social situations R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change relationship S R22. the effects of change, including loss, separation, divorce and

					bereaveme nt; strategies for managing these and accessing support R23. the services available to support healthy relationship s and manage unhealthy relationship s, and how to access them.	
Spring 1	H1. to accurately assess their areas of strength and developme 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	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H7. the characterist ics of mental and emotional health and strategies for managing these H8. the link between language and mental health stigma and develop strategies to challenge	H26. the different types of intimacy — including online — and their potential emotional and physical consequenc es (both positive and negative H27. about specific STIs, their treatment and how to reduce the risk of transmissio n H28. how to respond if someone has, or may have, an STI (including ways to	R28. to recognise when others are using manipulatio n, persuasion or coercion and how to respond R29. the law relating to abuse in relationship s, including coercive control and online harassment R30. to recognise when a relationship is abusive and strategies to manage this R31. 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, misconcepti ons, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies	R1. about different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy relationship s and unhealthy relationship s, including online R3. about the similarities, differences

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 assertivene ss and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

stigma, myths and misconcepti ons associated with helpseeking and mental health concerns H9. strategies understand and build resilience, as well as how to respond to disappoint ments and setbacks H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participatio n and the value of positive relationship s in providing support H11. the causes and triggers for unhealthy coping strategies, such as self-

access sexual health services H29. to overcome barriers, (including embarrass ment, myths and misconcepti ons) 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 factor H32. about the possibility of miscarriage and support available to people who

are not able

harm and

prejudice

skills and strategies to respond to exploitation , bullying, harassment and control in relationship 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 consequenc es for individuals and wider society and ways to access support R34. strategies to challenge all forms of

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 shortterm and long-term health risks associated with their use H27. the personal and social risks and consequenc es 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 dependenc e and

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 commitmen t that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationship s and the potential impact of

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 selfharming, restricting food/induci ng 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;

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 relationship R19. about the impact of attitudes towards sexual assault and to challenge victimblami ng, 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

serious

addiction and discriminati including on. R35. to awareness evaluate of help to overcome ways in which their addictions. behaviours H30. how to may identify risk influence and manage their peers, personal positively safety in increasingly and independen negatively, including t situations, online, and including in situations online involving H31. ways of assessing weapons or and gangs R36. skills reducing to support risk in younger relation to health, peers when wellbeing in positions of influence and R37. to personal recognise safety H32. the situations where they risks associated are being adversely with influenced, gambling or are at and recognise risk, due to being part that of a chanceparticular based group or transactions can carry gang; strategies similar risks; strategies to access for appropriate help managing R38. factors peer and which other contribute influences relating to to young people gambling "H33. how becoming involved in to get help in an

this on people's expectation s of relationship R8. that the portrayal of sex in the media and social media (including pornograph y) can affect people's expectation s of relationship s and sex. R13. how to safely and responsibly form, maintain and manage positive relationship s, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationship s (including in school and wider society, family and friendships, including online) R15. to further develop and

sources of online, as organised emergency rehearse help and crime, and the skills of an support and individual including perform team basic first strategies and within a cybercrime. working couple R16. to for aid, accessing R22. to including further develop the what they evaluate cardioskills of need. different pulmonary motivations resuscitatio active and n (CPR) and listening, contexts in the use of clear defibrillator which communica sexual tion, images are negotiation shared, and and possible compromis legal, e emotional R17. and social strategies to identify consequenc es 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 relationship s can cause (including sexual attraction) R19. to develop conflict manageme nt skills and strategies to reconcile after disagreeme nts R20. to manage the

						influence
						influence of
						drugs and
						alcohol on
						decision-
						making within
						relationship
						s and social
						situations
						R21. how to
						manage the breakdown
						of a
						relationship
						(including
						its digital
						legacy), loss
						and change in
						relationship
						s R22. the
						effects of
						change,
						including
						loss,
						separation, divorce and
						bereaveme
						nt;
						strategies
						for
						managing these and
						accessing
						support
						R23. the
						services
						available to
						support
						healthy
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						s and
						manage
						unhealthy
						relationship
						s, and how
						to access
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Spring 2	R1. about	H1. to	H5. the	H26. the	R38. to	H23. the
-F8 -	different	accurately	characterist	different	recognise	positive and
		accomment y	31.0.00001100	J 51 CI.IC	000811130	positive and

types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy relationship s and unhealthy relationship s, 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

assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how selfconfidence 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

ics of mental and emotional health; to develop empathy and understandi ng 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

and how

types of intimacy including online and their potential emotional and physical consequenc es (both positive and negative H27. about specific STIs, their treatment and how to reduce the risk of transmissio H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services H29. to overcome barriers, (including embarrass ment, myths and misconcepti ons) about sexual health and the use of sexual health services H30. about healthy pregnancy

bullying, negative and its uses of impact, in drugs in all its forms; society the skills including and the safe use strategies of to manage prescribed being and over the counter targeted or witnessing medicines; others responsible being use of bullied antibiotics R39. the H24. to impact of evaluate stereotypin myths, g, prejudice misconcepti and ons, social discriminati norms and on on cultural individuals values relating to and relationship drug, alcohol and R40. about tobacco use the H25. unacceptabi strategies lity of to manage prejudicea range of based influences language on drug, alcohol and and behaviour, tobacco offline and use, online, including including peer H26. sexism, information homophobi a, biphobia, about transphobia alcohol, nicotine , racism, ableism and and other faith-based legal and prejudice illegal R41. the substances, need to including promote the shortinclusion term and and long-term health risks challenge

that sexual attraction and sexuality are diverse R6. that marriage is a legal, social and emotional commitmen t that should be entered into freely, and never forced upon someone through threat or coercion R7. how the media portrays relationship s and the potential impact of this on people's expectation s of relationship R8. that the portrayal of sex in the media and social media (including pornograph y) can affect people's expectation s of relationship s and sex. R13. how to safely and responsibly

H4. strategies to develop assertivene ss and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

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 the H9. the of importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as selfharm and eating disorders in an themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of

self-

harming,

R19. about

lifestyle choices on, and affect a developing so safely, foetus including H31. that fertility can vary in all peer people, influence and to changes over time develop (including menopause for ) and can be affected by STIs and online other R43. the lifestyle factor H32. about possibility to resist pressure miscarriage and and support available to challenge harmful people who are not able social to conceive or maintain access a pregnancy H33. about support R44. that choices and support the need available in for peer the event of approval can unplanned generate pregnancy, and how to pressure access appropriate help and advice. R18. about the concept this of consent in maturing relationship that

discriminati associated with their how to do use H27. the personal online. R42. and social to recognise risks and consequenc es of substance use and strategies misuse including occasional managing it, including use H28, the law relating role peers to the supply, use can play in supporting and misuse one another of legal and illegal substances H29. about influence, the concepts of dependenc e and norms and addiction including appropriate awareness of help to overcome addictions. H30. how to identify risk and manage personal feelings of safety in increasingly and lead to independen t situations, increased risk-taking; including online strategies to manage H31. ways of assessing R45. about and the factors reducing risk in contribute relation to health, to young

form, maintain and manage positive relationship s, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationship s (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 communica tion, negotiation and compromis R17. strategies to identify and reduce risk from people

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

the impact of attitudes towards sexual assault and to challenge victimblami ng, 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 consequenc es

people joining gangs; the social, legal and physical consequenc es of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations misconcepti ons and consequenc es of carrying weapons and strategies for managing pressure to carry a weapon

wellbeing and personal safety H32. the risks associated with gambling and recognise that chancebased 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 cardiopulmonary resuscitatio n (CPR) and the use of defibrillator

online that			
they do not			
already			
know; when			
and how to			
access help			
R18. to			
manage the			
strong			
feelings that			
relationship			
s can cause			
(including			
sexual			
attraction)			
R19. to			
develop			
conflict			
manageme			
nt skills and			
strategies			
to reconcile			
after			
disagreeme			
nts			
R20. to			
manage the			
influence of			
drugs and			
alcohol on			
decision-			
making			
within			
relationship			
s and social			
situations			
R21. how to			
manage the			
breakdown			
of a			
relationship			
(including			
its digital			
legacy), loss			
and change			
in			
relationship			
S			
R22. the			
effects of			

	change,					
	including					
	_					
	loss,					
	separation,					
	divorce and					
	bereaveme					
	nt;					
	strategies					
	for					
	managing					
	these and					
	accessing					
	support					
	R23. the					
	services					
	available to					
	support					
	healthy					
	relationship					
	s and					
	manage					
	unhealthy					
	relationship					
	s, and how					
	to access					
	them.					
Summor 1		D1 about	U1 +o	UE tho	D24 that	D29 +0
Summer 1	H23. the	R1. about	H1. to	H5. the	R24. that	R38. to
Summer 1	H23. the positive and	different	accurately	characterist	consent is	recognise
Summer 1	H23. the positive and negative	different types of	accurately assess their	characterist ics of	consent is freely given;	recognise bullying,
Summer 1	H23. the positive and negative uses of	different types of relationship	accurately assess their areas of	characterist ics of mental and	consent is freely given; that being	recognise bullying, and its
Summer 1	H23. the positive and negative uses of drugs in	different types of relationship s, including	accurately assess their areas of strength	characterist ics of mental and emotional	consent is freely given; that being pressurised,	recognise bullying, and its impact, in
Summer 1	H23. the positive and negative uses of drugs in society	different types of relationship s, including those	accurately assess their areas of strength and	characterist ics of mental and emotional health; to	consent is freely given; that being pressurised, manipulate	recognise bullying, and its impact, in all its forms;
Summer 1	H23. the positive and negative uses of drugs in society including	different types of relationship s, including those within	accurately assess their areas of strength and developme	characterist ics of mental and emotional health; to develop	consent is freely given; that being pressurised, manipulate d or	recognise bullying, and its impact, in all its forms; the skills
Summer 1	H23. the positive and negative uses of drugs in society including the safe use	different types of relationship s, including those within families,	accurately assess their areas of strength and developme nt, and	characterist ics of mental and emotional health; to develop empathy	consent is freely given; that being pressurised, manipulate d or coerced to	recognise bullying, and its impact, in all its forms; the skills and
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of	different types of relationship s, including those within families, friendships,	accurately assess their areas of strength and developme nt, and where	characterist ics of mental and emotional health; to develop empathy and	consent is freely given; that being pressurised, manipulate d or coerced to agree to	recognise bullying, and its impact, in all its forms; the skills and strategies
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed	different types of relationship s, including those within families, friendships, romantic or	accurately assess their areas of strength and developme nt, and where appropriate	characterist ics of mental and emotional health; to develop empathy and understandi	consent is freely given; that being pressurised, manipulate d or coerced to agree to something	recognise bullying, and its impact, in all its forms; the skills and strategies to manage
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over	different types of relationship s, including those within families, friendships, romantic or intimate	accurately assess their areas of strength and developme nt, and where appropriate , act upon	characterist ics of mental and emotional health; to develop empathy and understandi ng about	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter	different types of relationship s, including those within families, friendships, romantic or intimate relationship	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent,	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines;	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily actions can	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing
Summer 1	H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self-	characterist ics of mental and emotional health; to develop empathy and understanding about how daily actions can affect	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily actions can affect people's	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem,	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily actions can affect people's mental	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2.	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental	characterist ics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstances	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem,	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily actions can affect people's mental	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2.	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental	characterist ics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstances	recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the
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	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are	characterist ics of mental and emotional health; to develop empathy and understandi ng about how daily actions can affect people's mental health H6. about	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc es R25. about	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
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,	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive,	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are affected	characterist ics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health H6. about change and	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc es R25. about the law	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 stereotypin
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, misconcepti	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are affected positively	characterist ics 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	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc es R25. about the law relating 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 stereotypin g, prejudice
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, misconcepti ons, social	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy relationship	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are affected positively and	characterist ics 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	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc es R25. about the law relating to sexual	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 stereotypin g, prejudice and
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, misconcepti ons, social norms and	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy relationship s and	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are affected positively and negatively	characterist ics 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	consent is freely given; that being pressurised, manipulate d or coerced to agree to something is not giving consent, and how to seek help in such circumstanc es R25. about the law relating to sexual consent	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 stereotypin g, prejudice and discriminati
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, misconcepti ons, social norms and cultural	different types of relationship s, including those within families, friendships, romantic or intimate relationship s and the factors that can affect them R2. indicators of positive, healthy relationship s and unhealthy	accurately assess their areas of strength and developme nt, and where appropriate , act upon feedback H2. how self- confidence self-esteem, and mental health are affected positively and negatively by internal	characterist ics 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	consent is freely given; that being pressurised, manipulate d 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	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 stereotypin g, prejudice and discriminati on on

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 shortterm and long-term health risks associated with their use H27. the personal and social risks and consequenc es of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances

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 commitmen t that should be entered into freely, and never forced upon someone through threat or coercion R7. how the

media

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 assertivene ss and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.

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

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 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

relationship R40. about the unacceptabi lity of prejudicebased language and behaviour, offline and online, including sexism, homophobi a, biphobia, transphobia , racism, ableism and faith-based prejudice R41. the need to promote inclusion and challenge discriminati on, 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

H29. about the concepts of dependenc e and addiction including awareness of help to overcome addictions. H30. how to identify risk and manage personal safety in increasingly independen t 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 chancebased transactions can carry similar risks; strategies for managing peer and other influences friendships,

portrays relationship s and the potential impact of this on people's expectation s of relationship R8. that the portrayal of sex in the media and social media (including pornograph y) can affect people's expectation s of relationship s and sex. R13. how to safely and responsibly form, maintain and manage positive relationship s, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationship s (including in school and wider society, family and

of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as selfharm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of selfharming, 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

relationship s should be pleasurable. R32. the communica tion and negotiation skills necessary for contracepti ve use in healthy relationship s (see also 'Health' R33. the risks related to unprotecte d sex R34. the consequenc es of unintended pregnancy, sources of support and the options available R35. the roles and responsibilit ies of parents, carers and children in families R36. the nature and importance of stable, long-term relationship s (including marriage and civil partnership s) for family life and bringing up

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 consequenc es of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations misconcepti

relating to or others children. ons and including gambling online) need help R37. the consequenc "H33. how R15. to with their characterist es of to get help further mental ics of carrying develop and health and abusive weapons in an emergency rehearse wellbeing; behaviours, and and the skills of to explore such as strategies perform and analyse team grooming, for basic first working ethical sexual managing R16. to issues when harassment pressure to aid, including further peers need , sexual and carry a develop the cardiohelp; emotional weapon skills of pulmonary strategies abuse, and skills to violence resuscitatio active n (CPR) and listening, provide and the use of clear basic exploitation defibrillator communica support and ; to identify and recognise tion, negotiation access the warning and most signs, compromis appropriate including online; how e sources of R17. help to report strategies abusive to identify behaviours and reduce or access risk from support for people themselves or others online that they do not already know; when and how to access help R18. to manage the strong feelings that relationship s can cause (including sexual attraction) R19. to develop conflict manageme nt skills and strategies

to reconcile

	after		
	disagreeme		
	nts		
	R20. to		
	manage the		
	influence of		
	drugs and		
	alcohol on		
	decision-		
	making		
	within		
	relationship		
	s and social		
	situations		
	R21. how to		
	manage the		
	breakdown		
	of a		
	relationship		
	(including		
	its digital		
	legacy), loss		
	and change		
	in		
	relationship		
	S		
	R22. the		
	effects of		
	change,		
	including		
	loss,		
	separation,		
	divorce and		
	bereaveme		
	nt;		
	strategies for		
	managing these and		
	accessing		
	support		
	R23. the		
	services		
	available to		
	support		
	healthy		
	relationship		
	s and		
	manage		
	unhealthy		
	relationship		

		s, and how				
		to access				
		them.				
Summer 2	R38. to	H23. the	R1. the	H1. to	H6. how to	R24. that
	recognise	positive and	characterist	accurately	identify and	consent is
	bullying,	negative	ics and	assess their	articulate a	freely given;
	and its	uses of	benefits of	areas of	range of	that being
	impact, in	drugs in	strong,	strength	emotions	pressurised,
	all its forms;	society	positive	and	accurately	manipulate
	the skills	including	relationship	developme	and	d or
	and	the safe use	s, including	nt, and	sensitively,	coerced to
	strategies	of	mutual	where	using	agree to
	to manage	prescribed	support,	appropriate	appropriate	something
	being	and over	trust,	, act upon	vocabulary	is not giving
	targeted or	the counter	respect and	feedback	H7. the	consent,
	witnessing	medicines;	equality	H2. how	characterist	and how to
	others	responsible	R2. the role	self-	ics of	seek help in
	being	use of	of pleasure	confidence	mental and	such
	bullied	antibiotics	in intimate	self-esteem,	emotional	circumstanc
	R39. the	H24. to	relationship	and mental	health and	es
	impact of	evaluate	s, including	health are	strategies	R25. about
	stereotypin	myths,	orgasms	affected	for	the law
	g, prejudice	misconcepti	R3. to	positively	managing	relating to
	and	ons, social	respond	and	these	sexual
	discriminati	norms and	appropriate	negatively	H8. the link	consent
	on on	cultural	ly to	by internal	between	R26. how to
	individuals	values	indicators	and	language	seek, give,
	and	relating to	of	external	and mental	not give and
	relationship	drug,	unhealthy	influences	health	withdraw
	S	alcohol and	relationship	and ways of	stigma and	consent (in
	R40. about	tobacco use	s, including	managing	develop	all contexts,
	the	H25.	seeking	this	strategies	including
	unacceptabi	strategies	help where	H3. how	to challenge	online
	lity of	to manage	necessary	different	stigma,	R27. that
	prejudice-	a range of	R3. to	media	myths and	the seeker
	based	influences	respond	portray	misconcepti	of consent
	language	on drug,	appropriate	idealised	ons	is legally
	and	alcohol and	ly to	and	associated	and morally
	behaviour,	tobacco	indicators	artificial	with help-	responsible
	offline and	use,	of	body	seeking and	for ensuring
	online,	including	unhealthy	shapes;	mental	that
	including	peer	relationship	how this	health	consent has
	sexism,	H26.	s, including	influences	concerns	been given;
	homophobi	information	seeking	body	H9.	that if
	a, biphobia,	about	help where	satisfaction	strategies	consent is
	transphobia	alcohol,	necessary	and body	to	not given or
	, racism,	nicotine	R5. the legal	image and	understand	is
	ableism and	and other	rights,	how to	and build	withdrawn,
	faith-based	legal and	responsibilit	critically	resilience,	that
	prejudice	illegal	ies and	appraise	as well as	decision
	R41. the	substances,	protections	what they	how to	should

need to promote inclusion and challenge discriminati on, 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

including the shortterm and long-term health risks associated with their use H27. the personal and social risks and consequenc es 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 dependenc e and addiction including awareness of help to overcome addictions. H30. how to identify risk and manage personal safety in increasingly independen t situations, including online

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 relationship s, and to assist others to access it when needed

R8. to

the

the

sex in

media,

sexual

s and

H31. ways

of assessing

attitudes,

expectation

behaviours.

understand

potential

impact of

portrayal of

pornograph

y and other

including on

see and manage feelings about this H4. strategies to develop assertivene ss and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing.

respond to always be disappoint respected ments and R28. to setbacks gauge H10. a readiness for sexual range of healthy intimacy coping R29. the strategies impact of and ways to sharing promote sexual wellbeing images of and boost others mood, without including consent physical R30. how to activity, manage any participatio request or n and the pressure to value of share an positive image of relationship themselves s in or others, and how to providing support get help H11. the R31. that causes and intimate triggers for relationship unhealthy s should be coping pleasurable. strategies, R32. the such as selfcommunica harm and tion and eating negotiation disorders, skills and the necessary need to for seek help contracepti for ve use in themselves healthy or others as relationship s (see also soon as possible 'Health' R33. the [NB It is important risks related to avoid teaching unprotecte methods d sex and R34. the resources consequenc es of that provide

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequenc es of gang behaviours R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support R47. motivations misconcepti ons and consequenc es of carrying weapons and strategies for managing pressure to carry a weapon

and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chancebased 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 cardiopulmonary resuscitatio n (CPR) and the use of defibrillator

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 relationship s and sexual activity; to respect the role these might play relationship values. R11. strategies to manage the strong emotions associated with the different stages of relationship R12. to safely and responsibly manage changes in personal relationship

s including

the ending

instruction on ways of selfharming, restricting food/induci ng 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.

unintended pregnancy, sources of support and the options available R35. the roles and responsibilit ies of parents, carers and children in families R36. the nature and importance of stable, long-term relationship s (including marriage and civil partnership s) for family life and bringing up children. R37. the characterist ics 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

	of		behaviours
	relationship		or access
	R13. ways		support for
	to manage		themselves
	grief about		or others
	changing		
	relationship		
	s including		
	the impact		
	of		
	separation,		
	divorce and		
	bereaveme		
	nt; sources		
	of support		
	and how to		
	access them		
	R14. the		
	opportuniti		
	es and		
	potential		
	risks of		
	establishing		
	and		
	conducting		
	relationship		
	s online,		
	and 		
	strategies		
	to manage		
	the risks		
	R15. the		
	legal and		
	ethical		
	responsibilit		
	ies people have in		
	relation to		
	online		
	aspects of		
	relationship		
	S		
	R16. to		
	recognise		
	unwanted		
	attention		
	(such as		
	harassment		
	and stalking		
	including		
	online),		

	ways to		
	respond		
	and how to		
	seek help		
	R17. ways		
	to access		
	information		
	and support		
	for		
	relationship		
	s including		
	those		
	experiencin		
	g		
	difficulties.		