Thomas Middlecott Academy

Broadening Horizons

Thomas Middlecott Academy

Key Stage 3 Personal Development Programme of Study (PoS) Overview

Themes: Health and Well-being; Relationships; Living in the Wider		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme:		Introduction to Health and Well-being	Introduction to Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing
Topic area:		Healthy bodies, healthy minds	Diversity, equality, culture	Healthy options Emotional well-being Healthy life	Finance and decision making Digital Literacy Employability skills	Diversity Discrimination Respectful relationships	Safety Drugs and Alcohol Peer pressure, substance use and gangs
Lesson content:		Transition, positive and healthy relationships, physical and mental health, lifestyle and wellbeing, healthy eating, body image, promoting emotional wellbeing	Multi-cultural Britain, identify, nature v nurture, equality, stereotypes, prejudice, discrimination, traditions	Healthy routines – diet, exercise, sleep Mental health and emotional well-being, body image and coping strategies Fair and equal opportunities, dental health, change, loss, grief and mental health, FGM, first aid	Saving, borrowing, budgeting, online safety Online safety, digital literacy, media reliability, gambling hooks Media and online presence Employability	Diversity, prejudice, bullying All forms of discrimination, incl. racism, disability, sexism, homophobia, biphobia, transphobia Families and parenting, healthy relationships, conflict resolution, relationship changes	Personal safety, first aid Alcohol and drug misuse, pressure relating to drug use Healthy and unhealthy friendships, assertiveness, substance use, gang exploitation
	Students learn by the end of KS3:	**Statutory Guidance**					
Self-concept	**H1**. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health		3, 4, 1, 2, 3, 3, 4			
	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**F:** how these relationships might contribute to human happiness and their importance for bringing up children. **ISR:** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. **MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.		3, 4			
	H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**O&M:** the impact of viewing harmful content. **ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.					

	H4. simple strategies to help build resilience to negative opinions, judgements and comments				**1, 2, 3**			
	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing				**2, 3, 1**			
Mental Health and Emotional Well-being	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	**ISR:** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. **MW:** how to talk about their emotions accurately and sensitively, using appropriate vocabulary			**1, 2, 3, 1, 3, 4**			
	H7. the characteristics of mental and emotional health and strategies for managing these	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health			**1, 2, 3, 3, 4**			
	H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	**MW:** how to talk about their emotions accurately and sensitively, using appropriate vocabulary			**1, 2, 3, 1**			
	H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks				**1, 2, 3, 3, 4**			
	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	**MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **PHI:** the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.			**1, 2, 3, 4, 5**			
	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 weight change).	**MH:** how to recognise the early signs of mental wellbeing concerns. **MH:** common types of mental ill health (e.g. anxiety and depression).			**1, 2, 3, 4, 5, 1, 2, 3**			
	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	**MH:** how to recognise the early signs of mental wellbeing concerns.			**1, 3, 4, 5, 1, 2, 3, 1, 3, 4, 5**			
Healthy Lifestyles	H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. **PHI:** the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. **PHI:** the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health.			**1, 2, 3, 4, 2, 3**			
	H14. the benefits of physical activity and exercise for physical and mental health and wellbeing	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.			**1, 2, 3, 4**			

		PHI: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. **PHI:** the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health.						
	H15. the importance of sleep and strategies to maintain good quality sleep	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **PHI:** the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health. **HP:** the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.			**5**			
	H16. to recognise and manage what influences their choices about physical activity				**1, 2, 3, 4**			
	H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	**HE:** how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.			**2, 3, 4, 2**			
	H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices	**HE:** how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.			**2, 3, 4**			
	H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.	**HP:** about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics **HP:** about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. **HP:** (late secondary) the benefits of regular self-examination and screening. **HP:** the facts and science relating to immunisation and vaccination.			**2**			
Healthy Lifestyles	H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	**HP:** about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics **HP:** about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.			**2**			
	H21. how to access health services when appropriate				**2, 3, 4, 5, 1, 2, 3, 4, 5, 6**			
	H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	**BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.			**5**			
Drugs, Alcohol, Tobacco	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	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** awareness of the dangers of drugs which are prescribed but still present serious health risks.						
	H24. to evaluate 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 peers							
	H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the law relating to the supply and possession of illegal substances. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** the physical and psychological consequences of addiction, including alcohol dependency. **DAT:** awareness of the dangers of drugs which are prescribed but still present serious health risks. **DAT:** the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.						
	H27. the personal and social risks and consequences of substance use and misuse including occasional use	**ISR:** how the use of alcohol and drugs can lead to risky sexual behaviour. **DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** the physical and psychological consequences of addiction, including alcohol dependency. **DAT:** awareness of the dangers of drugs which are prescribed but still present serious health risks. **DAT:** the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.						

	H28. the law relating to the supply, use and misuse of legal and illegal substances	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the law relating to the supply and possession of illegal substances.						
	H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	**DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** the physical and psychological consequences of addiction, including alcohol dependency.						
Managing Risk and Personal Safety	H30. how to identify risk and manage personal safety in increasingly independent situations, including online	**O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety				**2, 3, 3, 4, 5**			
	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	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						
	H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**BFA:** basic treatment for common injuries. **BFA:** life-saving skills, including how to administer CPR. **BFA:** the purpose of defibrillators and when one might be needed.			**6**			
Puberty and Sexual Health	H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	**CAB:** key facts about puberty, the changing adolescent body and menstrual wellbeing. **CAB:** the main changes which take place in males and females, and the implications for emotional and physical health.			**3, 4**			
	H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)	**ISR:** the facts about the full range of contraceptive choices, efficacy and options available. **ISR:** how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. **ISR:** how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.						
	H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**ISR:** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. **ISR:** the facts about the full range of contraceptive choices, efficacy and options available. **ISR:** how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. **ISR:** about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.						
Positive Relationships	R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**F:** that there are different types of committed, stable relationships. **F:** why marriage is an important relationship choice for many couples and why it must be freely entered into **F:** the characteristics and legal status of other types of long-term relationships.						
	R2. indicators of positive, healthy relationships and unhealthy relationships, including online	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. **RR:** that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. **RR:** that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. **ISR:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship			**1**			
	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	**CAB:** the main changes which take place in males and females, and the implications for emotional and physical health.						

	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	**F:** why marriage is an important relationship choice for many couples and why it must be freely entered into **F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.			**5**			
	R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	**RR:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). **O&M:** the impact of viewing harmful content.			**1**			
	R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**RR:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). **O&M:** the impact of viewing harmful content. **O&M:** that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.						
Relationship Values	R9. to clarify and develop personal values in friendships, love and sexual relationships	**ISR:** that they have a choice to delay sex or to enjoy intimacy without sex						
	R10. the importance of trust in relationships and the behaviours that can undermine or build trust	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. **ISR:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship						
	R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	**ISR:** that they have a choice to delay sex or to enjoy intimacy without sex						
	R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	**ISR:** that they have a choice to delay sex or to enjoy intimacy without sex						
Forming and Maintaining Respectful Relationship	R13. how to safely and responsibly form, maintain and manage positive relationships, including online	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. **RR:** practical steps they can take in a range of different contexts to improve or support respectful relationships. **O&M:** their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **ISR:** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	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)	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. **RR:** practical steps they can take in a range of different contexts to improve or support respectful relationships. **RR:** that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. **RR:** about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. **O&M:** their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **ISR:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	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	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.						
	R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	**O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **O&M:** what to do and where to get support to report material or manage issues online **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R18. to manage the strong feelings that relationships can cause (including sexual attraction)	**ISR:** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. **CAB:** the main changes which take place in males and females, and the implications for emotional and physical health.						
	R19. to develop conflict management skills and strategies to reconcile after disagreements	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.						

	R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	**DAT:** the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. **DAT:** the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. **DAT:** the physical and psychological consequences of addiction, including alcohol dependency.						
	R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	**RR:** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. **O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.						
	R22. the effects of 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	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **RR:** about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. **ISR:** how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
Consent	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	**BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. **BS:** how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). **ISR:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **ISR:** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. **ISR:** that they have a choice to delay sex or to enjoy intimacy without sex			5			
	R25. about the law relating to sexual consent	**RR:** that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. **BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. **ISR:** that they have a choice to delay sex or to enjoy intimacy without sex			5			
	R26. how to seek, give, not give and withdraw consent (in all contexts, including online)	**BS:** how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). **ISR:** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.						
	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	**BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. **BS:** how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).			5			
	R28. to gauge readiness for sexual intimacy	**ISR:** that they have a choice to delay sex or to enjoy intimacy without sex						
	R29. the impact of sharing sexual images of others without consent	**O&M:** not to provide material to others that they would not want shared further and not to share personal material which is sent to them.						
	R30. how to manage any request or pressure to share an image of themselves or others, and how to get help	**O&M:** not to provide material to others that they would not want shared further and not to share personal material which is sent to them. **O&M:** what to do and where to get support to report material or manage issues online **O&M:** that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. **ISR:** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						
	R31. that intimate relationships should be pleasurable	**ISR:** how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **ISR:** that they have a choice to delay sex or to enjoy intimacy without sex						
Contracept-ion and Parenthood	R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')							
	R33. the risks related to unprotected sex	**ISR:** that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. **ISR:** the facts about the full range of contraceptive choices, efficacy and options available. **ISR:** the facts around pregnancy including miscarriage. **ISR:** how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.						

	R34. the consequences of unintended pregnancy, sources of support and the options available	**ISR:** the facts around pregnancy including miscarriage. **ISR:** that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). **ISR:** how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.						
	R35. the roles and responsibilities of parents, carers and children in families	**F:** the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting						
	R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	**F:** that there are different types of committed, stable relationships. **F:** how these relationships might contribute to human happiness and their importance for bringing up children. **F:** the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting						
Bullying, Abuse and Discrimination	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	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **RR:** that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. **RR:** what constitutes sexual harassment and sexual violence and why these are always unacceptable. **O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **O&M:** what to do and where to get support to report material or manage issues online **BS:** the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. **ISR:** how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			5			
	R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **RR:** about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.			2, 3			
	R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	**RR:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).			2, 3, 1			
	R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	**RR:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). **RR:** about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. **RR:** the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.						
	R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**RR:** practical steps they can take in a range of different contexts to improve or support respectful relationships. **RR:** the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.			1			
Social Influences	R42. to recognise peer influence and to develop strategies for managing it, including online	**RR:** practical steps they can take in a range of different contexts to improve or support respectful relationships. **ISR:** that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			2, 3			
	R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support				2, 3			
	R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this				2, 3			
	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	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.						
	R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon							
L e	L1. study, organisational, research and presentation skills				1,			

	L2. to review their strengths, interests, skills, qualities and values and how to develop them	**MW:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health						
	L3. to set realistic yet ambitious targets and goals							
	L4. the skills and attributes that employers value							
	L5. the skills and qualities required to engage in enterprise							
	L6. the importance and benefits of being a lifelong learner							
Choices and Pathways	L7. about the options available to them at the end of KS3, sources of information, advice and support, and the skills to manage this decision-making process							
	L8. about routes into work, training and other vocational and academic opportunities, and progression routes							
	L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life							
	L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	**RR:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). **RR:** the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.						
Work and Career	L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	**MW:** the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.						
	L12. about different work roles and career pathways, including clarifying their own early aspirations							
Employment	L13. about young people's employment rights and responsibilities							
	L14. to manage emotions in relation to future employment							
Financial Choices	L15. to assess and manage risk in relation to financial decisions that young people might make							
	L16. about values and attitudes relating to finance, including debt							
	L17. to manage emotions in relation to money							
	L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						
	L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams							
Media Literacy and Digital Resilience	L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	**O&M:** their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **O&M:** how information and data is generated, collected, shared and used online **ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						
	L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and	**O&M:** about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. **O&M:** not to provide material to others that they would not want shared further and not to share personal material which is sent to them. **O&M:** how information and data is generated, collected, shared and used online						

	images online, including on social media							
	L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues	**O&M:** their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online						
	L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.						
	L24. to understand how the way people present themselves online can have positive and negative impacts on them	**ISH:** the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						
	L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them	**O&M:** the impact of viewing harmful content. **MH:** how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health						
	L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours				5			
	L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	**F:** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. **O&M:** what to do and where to get support to report material or manage issues online **ISH:** how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						