PSHE Curriculum Framework

Intent:

The purpose of the Futura Learning Partnership PSHE intent is to provide a framework for high quality PSHE education across phases which is accessible to all and ensures that each of our pupils will develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The aim is to ensure our pupils understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It should have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The aim is for a holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

Inclusion: Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

Aims: Underpinning the intent are 6 key **substantive knowledge concepts**:

Being me in my world	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Celebrating difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Dreams and goals	Includes goal-setting, aspirations for yourself and the world and working together.
Healthy me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Changing me	This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

Each PSHE lesson is underpinned by the following 6 **disciplinary knowledge concepts**:

Connect us	Developing the ability to take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. Children are encouraged to build positive relationships and take part in collaborative learning.
Calm me	Children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.
Open my mind	Developing the ability to filter the many stimuli entering the child's mind at any given time. The aim here is to improve concentration and learning by filtering out activity around them.
Tell me or show me	Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.

Let me learn	Developing children's ability to manipulate, use and play with new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.
Help me reflect	Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

PSHE, RSE, SMSC and British Values Statement

The curriculum comprises not just of PSHE (Personal, Social, Health Education) but also includes resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including Relationship and Sex Education.

- **RSE-** All aspects of RSE (Relationships and Sex Education) are covered within the PSHE curriculum. Term 5 and 6, Relationships and Changing Me cover the main aspects. See appendix 1 for further details
- **FBV-** All areas relating to Fundamental British Value are covered within the PSHE curriculum. See appendix 2 for details
- **SMSC-** All areas relating to Spiritual, Moral, Social, Cultural development are covered within the PSHE curriculum. See appendix 3 for further details.

Appendix 1	See Jigsaw- Community Area- RSHE (Relationships and Changing ME)- Resources Jigsaw Mapping Documents (for RSHE)
Appendix 2	See Jigsaw- Community- Teachers- British Values Map
Appendix 3	See Jigsaw- Community- Teachers- SMSC Mapping Doc

JIGSAW

This PSHE curriculum follows the JIGSAW scheme of work. If schools have access to this scheme, then they can see the lesson plans and use the online resources. If schools do not have access to the scheme, then they can follow the curriculum plan below.

Termly Enrichment Activity

Each term, every school in the Futura Learning Partnership will take part in an enrichment activity or competition, based on the learning focus for PSHE. See below for details of each activity. We have also suggested wider community links which schools can get involved in charitable work if appropriate.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Each school or class creates a display about what makes their school or class special. Suggested ideas: - Each child makes a puzzle piece that fits together with the rest of the pieces. - Include words and picture of parts of their school that are special.	Each school or class hosts a talent show where children perform their unique talents.	Each class creates a Dreams and Goals display. Children think about what they want to achieve by the end of the school year. Suggested ideas: -Make a time capsule -Display reaching your dreams and goals as a rollercoaster journey -Make dream catchers	Each class/school plans a healthy morning. Each class has to bring in a healthy snack/prepare a healthy lunch and all children take part in a healthy activity e.g. move a mile, danceathon. Suggested ideas: -In Secondary Schools, this could be part of a cooking and/or PE lesson. -MasterChef competition	Focus on friendship. Create a Friendship display. Suggested ideas: - Create a recipe for friendship - Write a friendship a poem - Take a selfie with a friend and describe why they are a good friend.	Each class or school creates a mini film on Sports Day. Film makers should interview children about how their bodies help them move and succeed in different sports. E.g. my strong arms help me throw the javelin, my long legs help me to run long distances.
Suggested community links: Off The Record (mental health charity)	Suggested community links: Local Care Home (to perform talent shows) Fund raising for charities linked to equality	Suggested community links: Successful Alumni (lead assemblies, talk to children about their journey to success)	Suggested community links: NHS Food banks Fund raising for charities linked to mental health	Suggested community links: Time 2 Share Equalities team Playground buddies	Suggested community links: WeSports Pride activities

Early Years Foundation Stage substantive and disciplinary knowledge

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning **(PSE, CL, PD)** underpin and are an integral part of children's learning in all areas.

Statutory ELG: Managing Self: Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Statutory ELG: Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Statutory ELG: Self-Regulation: Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

EYFS PSED Skills – Based on the JIGSAW SOW

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
- Understanding how it feels to belong. - Recognising and managing feelings. - Enjoying working with others to make school a good place to be. - Understanding it is good to be kind. - Understanding children's rights and how we all learn and play. - Learning what being responsible means.	- Understanding everyone is good at different things. - Understanding being different makes us special. - Understanding we are all different but the same in some ways. - Explaining why my home is special to me. - Explaining how to be a kind friend. - Understanding which words to use to stand up for myself if someone is unkind.	- Persevering to tackle challenges. - Recognizing I am able to not give up and achieve my goal. - Setting a goal and working towards it. - Use kind words to encourage others. - Understanding that what I learn now is linked to the job I might like to do when I am older. - Saying how I feel when I achieve a goal and knowing what it means to feel proud.	- Understanding the need for exercise to keep my body healthy. - Understanding how both movement and rest are good for my bod. - Being able to make healthy eating choices. - Understanding why sleep is good for me. - Knowing the importance of washing my hands properly. - Understanding what a stranger is and how to keep myself safe.	- Identifying the jobs I do in my family and belonging. - Knowing how to make friends. - Thinking of ways to problem solve and stay friends. - Understanding the importance of kind words. - Using strategies to manage my feelings. - Knowing how to be a good friend.	- Naming body parts. - Knowing how to stay healthy. - Understanding we all grow from babies to adults. - Expressing my feelings about moving on. - Talking about worries or fears of moving into Year One. - Sharing memories of Reception.

First-hand experiences and pupil offer:

PSED at Foundation Stage is introduced directly through carpet times based on the JIGSAW SOW. All weekly lessons are accompanied by weekly celebrations of children showing they have achieved the Learning Intention and activities that can be added to weekly provision to enhance children's understanding.

The first-hand experiences children should be offered are:

- Weekly carpet times to teach a specific area or skill.
- Opportunities to discuss the way they are feeling.
- Strategies for Self-Regulation.
- Books and stories within the classroom that cover a variety of PSED skills.

Key Vocabulary

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Happy, sad, cross, worried, scared, proud, excited, rights, responsibility	Differences, similarities, home, special, culture, community, family	Proud, dream, goal, job, encourage, persevere, challenge, difficult	Healthy, unhealthy, stranger, germs, illness, sleep, exercise, food	Problem solve, conflict, friends, kindness, bullying	Fears, concerns, happy, memory, Year One, head, arms, legs, feet, hands, toes, fingers, tummy, bottom, ears, nose, mouth, back, eyes, babies, adults

Year 1 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Identify feeling special and safe and being part of a class. Identify rights and responsibilities, rewards and feeling proud. Understand consequences. Understand the Learning Charter.	Discuss similarities and differences. Understanding bullying and knowing how to deal with it. Know how to make new friends. Celebrate the differences in everyone.	Set goals. Identify successes and achievements. Identify learning styles. Work well and celebrate achievement with a partner. Tackle new challenges Identify and overcoming obstacles. Identify feelings of success	Know important of keeping myself healthy. Identify healthier lifestyle choice. Understand how to keep clean. Identify how to keep safe. Know the importance of medicine safety/safety with household items and road safety.	Belonging to a family Making friends/being a good friend. Physical contact preferences. People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself. Celebrating special relationships.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change Transition.

			Link health and happiness.		

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe.	Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.	Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy.	Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes I might experience might feel better than others.

Year 2 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Discuss hopes and fears for the year, rights and responsibilities, rewards and consequences. Establish a safe and fair learning environment. Make valuing contributions and choices. Identify different feelings.	Identify assumptions and stereotypes about gender. Understand bullying Know to stand up for self and others. Learn to make new friends. Define gender diversity Celebrate difference and remaining friends.	Know how to set realistic goals. Understand how to persevere. Identify learning strengths and how to learn with others. Know how to work in a group and cooperate. Contribute to and share success.	Define and show motivation. Understand the importance of healthy choices, good nutrition and relaxation. Identify healthier snacks.	Discuss different types of family. Identify physical contact boundaries. Understand friendship and conflict. Discuss secrets. Identify trust and appreciation. Express appreciation for special relationships.	Define life cycles in nature Understand growing from young to old. Know how to increase independence. Identify differences in female and male bodies (correct terminology) Express assertiveness Prepare for transition.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Explain why my behaviour can impact on other people in my class. Compare my own and my friends' choices and can express why some choices are better than others.	Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Explain how I played my part in a group and the parts other people played to create an end product. Explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work	Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. Compare my own and my friends' choices and can express how it feels to make healthy and safe choices	Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't. Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

Year 3 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain how my behaviour can affect how others feel and behave. Explain why it is	Describe different conflicts that might happen in family or friendship groups and how words can be used	Explain the different ways that help me learn and what I need to do to improve.	Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping	Explain how my life is influenced positively by people I know and also by people from other countries.	Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you

important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued.	in hurtful or kind ways when conflicts happen. Understand the impact that these words can have. Explain how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	Demonstrate confidence and positivity when I share my success with others. Explain how these feelings can be stored in my internal treasure chest and why this is important.	myself safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.	Explain why my choices might affect my family, friendships and people around the world who I don't know.	why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year 4 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain why being listened to and listening to others is important in my school community. Explain why being democratic is important and can help me and others feel valued.	Explain a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure.	Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude.	Recognise when people are putting me under pressure and can explain ways to resist this when I want to. Identify feelings of anxiety and fear associated with peer	Recognise how people are feeling when they miss a special person or animal. Give ways that might help me manage my feelings when missing a special person	Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices I might make in the future and some of

	I can explain why it is good to accept myself and others for who we are.		pressure.	or animal.	the choices that I have no control over. Offer some suggestions about how I might manage my feelings when changes happen.

Year 5 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how	Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking	Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with my friends, including how	Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. Summarise the process of conception.

Explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	this makes me feel.	and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.	to stand up for myself, negotiate and to resist peer pressure. Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.

Year 6 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain	Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is	Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I

how this can influence the choices I make.	a source of conflict or a cause for celebration.		Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Year 7 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Know that everyone is unique Identify personal influences Define peer pressure Identify online safety consequences (including sexting) Know online legislation Know sources of help and support	Define bullying Define prejudice & discrimination Identify some ways the Equality Act protects against prejudice and discrimination Describe bystanders and their impact on bullying Define stereotyping Challenge negative behaviour and attitudes Know sources of help and support	Celebrate success and learn from mistakes Identify future goals (including employment) Know some planning skills and how to overcome challenges Identify safe & unsafe choices (including substances, gangs, exploitation) Know some emergency first aid Know sources of help and support	Define stress and anxiety Describe ways for managing mental health (including physical activity) Describe the effects of substances, nutrition, sleep, vaccination and immunisation Know importance of information on making health choices Know sources of help and support	Describe characteristics of healthy relationships Define consent Describe ways in which relationships can change Describe some emotions within friendships Define discerning and assertiveness Describe risks associated with sexting Know sources of help and support	Describe the changes that happen during puberty changes Describe what is meant by FGM and breast flattening/ironing Describe some of the responsibilities of parenthood Identify types of committed relationships Describe influences of media and the impact on self-esteem and self-image Know sources of help and support

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Recognise that my identity is affected by a range of factors. Understand how peer pressure operates within groups. Achieve an appropriate level of independence from others while maintaining positive relationships with them. Recognise how I present myself online can affect what others think and feel about me which can have consequences for myself and others. Understand what can influence my behaviour online. Maintain positive on and offline relationships.	Identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me Challenge my own and others' attitudes and values, and accept difference in others See the world from other people's points of view and take account of their intentions, preferences and beliefs Know I have choices in how I allow others to influence me Understand the wide range of roles in society and the variety of individuals that operate within them Understand what stereotyping means and its potential impact Know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics,	Identify my dreams and goals and recognise that these may change over time Set goals and challenges for myself, set criteria for success and celebrate when I achieve them Identify some of the skills that may benefit my future, including employment Know how to bring about change in myself and others Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour Anticipate and plan to work around or overcome potential obstacles Identify barriers to achieving a goal and identify how I am going to overcome them Explain how responsible choices enable me to move towards my dreams and goals Give an example of when an irresponsible or unsafe	Explain ways to help myself when I feel stressed and describe techniques, I use to manage my emotions Understand how health can be affected by emotions and know a range of ways to keep myself well and happy Recognise when I feel stressed and the triggers associated with this Understand how physical activity can help combat stress Understand that how I express my feelings can have a significant impact both on other people and on what happens to me Know about different substances and the effects they have on the body and why some people use them Know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that	Identify characteristics and benefits of positive, strong, supportive, relationships Understand what expectations might be of having a romantic/attraction relationship Understand what is meant by consent Recognise the range of positive qualities people bring to relationships Understand why respect for the other person's wishes is important in relationships Identify the supportive relationships in my life and recognise the characteristics of these relationships Know that relationships change and suggest how to manage this Recognise that my emotions and feelings can change regularly Identify why people sometimes fall out and suggest ways to manage	Understand the changes that happen during puberty Understand that practices such as female genital mutilation and breast ironing are forms of abuse Know where to access help if I am worried or concerned about puberty or abuse Express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned Know how a baby is conceived naturally and know that there are other ways a baby can be conceived, e.g. IVF Understand how a baby develops inside the uterus and is born Express the different feelings and choices that people may have and make about conception, pregnancy and having a baby

	personality, attainments, attitudes, values, etc.) Understand that positive and negative discrimination can take different forms and how it can affect people's lives Understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated Know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination Understand what bullying is and what it is not and some of the motivations behind bullying behaviours Understand how respect has an impact on relationships Empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively Know how it feels to be included and excluded.	choice could affect a person's dreams and goals Understand that an irresponsible or unsafe choice could affect my dreams and goals Demonstrate how to respond to a situation requiring first aid Give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals Understand that the choices I make affect my relationships, health and future Take responsibility for my life, believe that I can influence what happens to me and make wise choices	are not damaging to myself and others Understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind Explain why everyone needs to take responsibility for their health Understand the role of vaccinations and can explain differing views on this Recognise that decisions about my health depend on having access to accurate information Summarise some key things I can do to sustain my wellbeing Express my emotions and empathise with others	conflict within my friendship group Identify emotions that can be associated with falling out Understand that discernment is an important skill when being a consumer of media Understand how discernment is important in relationships and recognise when to use assertiveness in some of my relationships Understand the personal and legal consequences of sexting Suggest skills which will keep my relationships happy and healthy Apply assertiveness to my relationships when appropriate Summarise behaviours and attitudes that could make a relationship healthy or unhealthy Explain my understanding of respect and authenticity	Appreciate that a baby comes with responsibilities Know there are different types of committed stable relationships and that some people may choose to have children or not Make links between positive, healthy family relationships and effective parenting Identify some of the roles and responsibilities of being a parent Understand that stable intimate relationships can be linked to happiness Know that the media can have a positive or negative impact on a person's self-esteem or body image Understand how self-image is linked to self-esteem and know where to go for help if I am worried about my body image or self-esteem Apply strategies to build my self-esteem

					Understand some of the emotional changes during puberty Know where to access support if I am worried about adolescence Know some ways to support myself and others during times of change Summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes

Year 8 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Self-identity. Family and identity. Stereotypes. Personal beliefs and judgements. Managing expectations. First impressions. Respect for the beliefs of others. Active listening. Know sources of help and support.	Positive change made by others. How positive behaviour affects feelings of wellbeing. Social injustice and inequality. Community cohesion and support. Multi- culturalism, race and religion. Prejudice. LGBT+ bullying. Know sources of help and support.	Long-term goals (including skills, qualifications, careers, money and happiness, ethics and mental wellbeing). Budgeting. Variation in income. Positive and negative impact of money. Online legal responsibilities. Gambling issues. Know sources of help and support.	Long-term physical health. Responsibility for own health, dental health, stress triggers, substances and mood. Legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation. Blood donation. Know sources of help and support.	Positive relationship with self. Social media and relationship with self. Negative self-talk. Managing a range of relationships. Personal space. Online etiquette. Online privacy and personal safety. Coercion. Unhealthy balance of power in relationships. Know sources of help and support.	Types of close intimate relationships. Physical attraction. Legal status of relationships. Behaviours in healthy and unhealthy romantic relationships. Pornography. Sexuality. Alcohol and risky behaviour. Know sources of help and support.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Appreciate that identities are complex and can change over time.	Recognise the challenges faced by individuals when	Know what some of my long-term goals are, how I can achieve them, and	Describe the actions that can be taken to support good physical health.	Understand that relationships affect everything we do in our	Know different types of close, intimate relationships that people

Appreciate the similarities, differences and diversity of people's identities. Understand about collective and individual identities and cultural diversity. Understand the influence family has on self-identity. Define what stereotypes are. Understand that first impressions can lead to judgements that may be misinformed. Understand that that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me. Appreciate that people's faiths and beliefs can affect their personal identity. Understand how to identify influences and differences and use these positively in my relationships.	trying to make positive change Give examples of individuals who have made a positive contribution despite prejudice and discrimination. Give examples of social injustice in the UK. Describe what inequality means in the UK. Define what is and what is not bullying I can give examples of LGBT bullying. Describe the steps that can be taken to challenge LGBT bullying. Make a positive contribution to my community. Recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity. Understand how respect and equality, or the lack of these, affects relationships.	how my short- and medium-term goals might help me do that. Identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. Understand some of the positive and negative roles that money can play in society. Describe how my activity online can be both positive and negative. Identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations. Explain why it is important to keep track of spending and make reasoned judgements about spending. Understand the variations in income across the world. Know that gambling can become addictive and tell	List some factors that help ensure good health in the longer term. List the factors that can impact negatively on dental health. Understand how health can be affected by emotions and know a range of ways to keep myself well and happy. Recognise when I feel stressed and the triggers associated with this. Know some things do to help manage my emotions and reduce stress. Understand that how I express my feelings can have a significant impact both on other people and on what happens to me. Know about different substances and the effects they have on the body and why some people use them. Understand what the law says about substance use and possession. Describe some of the links between substances and	lives and that relationship skills have to be learned and practised. Understand that social media can both positively and negatively affect how I feel about myself. Know some things I can do to manage the impact of how social media makes me feel about myself. Understand that relationships can cause strong feelings and emotions. Understand the features of positive and stable relationships. Understand that all relationships have positive and less positive aspects. Define what is meant by personal space and how this varies across my relationships both online and offline. Discuss how personal space differs across different cultures. Understand what is meant by control, power	can have and that intimate relationships do not have to involve sex. Know what happens physically and emotionally when individuals experience physical attraction. Know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children. Understand the positive aspects of having a girlfriend or boyfriend and know some of the positive behaviours people exhibit in healthy intimate relationships. Describe some of the behaviours you would expect to find in a healthy romantic relationship. Understand the range of feelings associated with attraction. Know where to get information to safely explore feelings about sexuality.

	Know I can make a difference (self-efficacy).	you some of the warning signs.	exploitation of young people Aware of some steps that can be taken to avoid engaging in high-risk behaviour in relation to substance use. Understand the role of medicines and can explain differing views on this.	balance and coercion in a relationship and know how to protect myself from an unhealthy relationship. Understand how to use social media appropriately, safely and legally. Give examples of how personal safety can be compromised online and know what to do if I'm worried about my online or offline safety.	Identify what you would seek in a boyfriend/girlfriend relationship. Compare and contrast the key features of healthy and unhealthy romantic relationships. Recognise that attraction towards others takes many forms and can change over time to help manage them. Know that pornographic images do not reflect reality and how it can impact on expectations and self-image. List some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex. Know what the law says in relation to sex and alcohol. Discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol.

Year 9 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Perceptions about intimate relationships. Consent. Sexual exploitation. Peer approval. Grooming. Radicalization. County lines. Risky experimentation. Positive and negative self-identity. Abuse, coercion and coercive control. Know sources of help and support.	Protected characteristics and the Equality Act. Phobic and racist language. Legal consequences of bullying and hate crime. Sexism and ageism. Positive and negative language. Banter. Bullying in the workplace. Direct and indirect discrimination. Harassment and victimisation. Prejudice, discrimination and stereotyping. Know sources of help and support.	Personal strengths. Health goals. SMART planning. Links between body image and mental health. Non- financial dreams and goals. Mental health and ill health. Media manipulation. Self-harm. Anxiety disorders. Eating disorders. Depression. Know sources of help and support.	Misperceptions about young peoples' health choices. Physical and psychological effects of alcohol. Alcohol and the law. Alcohol dependency. Drug classification, supply and possession legislation. Emergency situations, first aid and CPR Know sources of help and support.	Power and control in intimate relationships. Risk in intimate relationships. Importance of sexual consent. Assertiveness skills. Sex and the law. Pornography and stereotypes. Contraception choices. Family planning. STIs. Know sources of help and support.	Mental health stigma, triggers and support strategies. Managing emotional changes. Resilience and how to improve it. Reflection on the importance of sleep, in relation to mental health. Reflection on body and brain changes. Stereotypes. Know sources of help and support.

Disciplinary knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**

Understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. Have an understanding of my own expectations of intimate relationships. Explain peer approval and how it can cause problems. Describe what grooming is and give examples. Suggest links between risky behaviour choices and the influence of social groups. Know that I can accept or reject influences. Identify differences between myself and others in my social groups and explain how differences can be a source of conflict or a reason to celebrate. Manage differences of opinion within my social groups to maintain positive and safe relationships.	Give examples of different types of prejudice and discrimination. Explain how the Equality Act has protected characteristics and why these are important and how everyone has the responsibility to challenge discrimination. Distinguish between 'banter' and sexist, LGBT-phobic and racist language. Know what to do if I encounter bullying and where to report bullying. Understand the legal consequences of bullying and hate crime. Explain why some people can display sexist and ageist behaviour. Understand the complexities associated with gender identity. Challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity. Identify positive and negative language and	Identify my personal strengths and some health goals I would like to achieve. Aware of the importance of planning in order to achieve my goals and can produce a SMART plan and know how to apply it to support my life and learning. Know that some dreams and goals in life are not associated with financial gain. Able to accept helpful feedback and reject unhelpful criticism. Know the difference between mental health and mental ill-health. Can consider factors that can contribute to a person's mental ill health. Know how to access support if I am worried about a mental health issue. Understand that stigma about mental ill health is unhelpful. Understand how media manipulation can be	Know that the majority of people my age make healthy lifestyle choices. Understand the physical and emotional effects of alcohol and how it can affect decision-making. Know what the law says about alcohol. Understand the physical and emotional effects of certain substances and how they can affect decision-making. Know some facts about drug classification and what the law says about possession and supply of drugs. Know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen. Understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals.	Recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship. Understand the features of positive, stable, intimate relationships. Understand that I have a choice in many situations, including when I want to say no. Know and can use some assertiveness skills to help me manage a range of circumstances. Know how to access help if an intimate relationship makes me uncomfortable or is putting me at risk. Understand that consent is a vital feature of a sexual relationship. Know about sex and the law (including the law as applied to online and social media). Understand that pornography and some media images give a false impression of sex and sexual relationships.	Know that my mental health can be affected by different situations and experiences. Know about some common mental health issues. Challenge stigma about mental health issues. Know where to access support if I am worried about my mental health. Know that change can trigger a range of emotional responses and that some changes can be more difficult to manage than others. Know that going through change can develop resilience. Know that sleep is important for psychological and physical reasons. Know that sleep is important for learning and my mental health. Reflect on the changes that my body and brain have undergone since starting puberty.

Explain the links between having a positive self-identity and healthy intimate relationships. Explain how negative self-identity and low self-esteem can contribute towards risky behaviour. Understand what consent means for me within my peer and intimate social groups. Know how to report abusive or coercive behaviour. Understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships.	can recognise my own language style. Understand that negative language can be damaging to mental health. Empathise with people who are discriminated against. Understand that there are different types of bullying (verbal, physical, online). Give examples of workplace bullying. Understand that there are some inequalities in the world. Understand how prejudice, discrimination and bullying can arise and how these can affect mental health. Appreciate the short- and long- term effects and consequences of bullying on everyone involved including impact on mental health. Know some ways that I can protect myself from the prejudices that I might encounter in my life.	involved in a person's mental ill-health. Understand how and why some media is manipulated. Consider how self-esteem can be affected by the media positively and negatively. Know where to access help if worried about a mental health concern. Understand my own mental health and how to recognise signs of mental ill-health in myself and others. Consider how some mental ill health issues such as self-harm, eating disorders, anxiety and depression can be linked to low self-esteem. Know ways to include mental health as part of a healthy lifestyle.		Challenge stereotypical ideas of 'ideal' males and females. Know about the different contraception methods available and that contraception is important for sexual health as well as preventing a pregnancy. Understand that information and facts are vital in making an informed choice about contraception if and when needed. Know how to access advice and information about sexual health. Understand that there are consequences if I choose to have unprotected sex. Know about different sexually transmitted infections. Know about sexual health clinics and how to access help and support if I have unprotected sex. Consider the risks and consequences of becoming sexually active.	Consider the changes yet to come and how to manage these.

Year 10 substantive and disciplinary knowledge

Substantive knowledge					
Being me in my world	**Celebrating differences**	**Dreams and goals**	**Healthy me**	**Relationships**	**Changing me**
Human rights. Societal freedom. Understanding safety in UK and beyond. Ending relationships safely. Stages of grief, loss and bereavement. Social media and culture. Use of online data. Threats to online safety. Online identity. Assessing and managing risk. Know sources of help and support.	Equality in the workplace. Equality in society. Equality in relationships. Equality and vulnerable groups. Power and control. Know sources of help and support.	Impact of physical health in reaching goals. Relationships and reaching goal. Work/life balance, connections and impact on mental health. Benefits of helping others. Online profile and impact on future goals. Know sources of help and support.	Improving health. Sexual health. Blood-borne infections. Self- examination. Diet and long-term health. Misuse of prescription drugs. Common mental health disorders. Positive impact of volunteering. Common threats to health including chronic disease. Epidemics. Misuse of antibiotics. Organ donation Stem cells. Know sources of help and support.	Sustaining long-term relationships. Relationship choices. Ending relationships safely. Consequences of relationships ending (e.g. bullying, revenge porn, grief-cycle). Divorce and separation. Impact of family breakup on children. Understanding love. Fake news and rumour-mongering. Abuse in teenage relationships. Legislation. Know sources of help and support.	Impact of societal change on young people. Role of media on societal change. Reflection on change so far and how to manage it successfully. Decision making. Sexual identity. Gender. Spectrum of sexuality. Stereotypes in romantic relationships. Sexual identity and risk. Family change. Know sources of help and support.

Disciplinary knowledge

Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
List the freedoms I enjoy in society and describe what personal freedom means to me. Describe my understanding of safety and identify potential risks to my safety. Understand the range of emotions associated with relationships ending. Describe the stages of grief and know where to appropriately get help and support with loss and bereavement issues. Know some strategies for managing my feelings about how my world is changing. Recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness- building. Understand the impact social media has on culture and identity.	Define what equality is and give examples of how to promote equality. Know of strategies to accept and embrace my individuality. Appreciate other people's individuality and accept them as they are. Give examples of disabilities including hidden disabilities. Give some consequences of not adhering to the Equality Act. Give examples of job roles that are exempt from the Equality Act. Know what is expected of me and what I can expect in the workplace. Explain the benefits of multi-cultural societies. Appreciate the differing views and opinions of individuals. Explain some of the physical and mental consequences of unequal treatment of individuals.	Describe the relationships in my life that will support me in reaching my goals. Assess how I can respect and nurture the important relationships in my life. Define what resilience is and identify both my areas of strength and where I need to keep working. Identify the connections between physical health and achieving my goals. Understand the impact that poor mental health can have on my goals and consider some steps I could take to ensure my health supports me with my goals. Understand the issues that may impact on me and my future success, including social media. Understand the importance of balance in all aspects of my life (work, social life, family, etc.) and identify what I	Understand the range of factors that affect my physical and mental health Use new (health-related) information to inform my lifestyle choices Understand there is a wide range of actions that I can use to enhance and protect my health. Appreciate how complex my body is and that it needs to be looked after well, now and in the future. Aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs. Know about some mental health disorders. Understand the positive impact that community action and volunteering can have on mental health. Discuss common threats to health, including	Identify types of and important elements in long-term relationships (including legal status). Discuss what is required to sustain healthy long-term relationships Know appropriate vocabulary associated with long-term relationships Understand the choices I have in my relationships (including ending a range of relationships, physical and non-physical relationship choices). Understand the consequences of ending relationships (including bullying, revenge pornography, depression, the grief process and how to manage this). List sources of help and support for when relationships end including bereavement and divorce, family separation Understand the benefits of healthy relationships	Identify some of the changes in society that will affect me. Discuss the emotional impact societal change can have on young people. Assess the role of media, including social media on social change. Recognise the range of changes I have experienced in my life. Identify the feelings associated with change both positive and negative. List changes I have made that I am proud of. Understand the type of decision-maker I am. Discuss the impact of the range of changes families can experience and their impact on children and their parents/family. Identify the change that some people may experience in relation to sexual identity and gender.

Recognise how online data is used both positively and negatively. Compare social media usage across different societies. Identify potential threats to online safety and understand “netiquette” and legislation relating to online safety. Identify potential threats to safety in a range of situations on and offline. Describe actions to mitigate risk in a range of situations. Understand how to stay safe in my online and offline relationships. Know some strategies for managing on and offline relationships, positively.	Identify the misuse of power in relationships. Give examples of the physical and mental consequences of misuse of power in relationships. Understand and discuss how coercive control can develop. List sources of support for individuals experiencing ill-treatment by others. Identify individuals and groups that may experience inequality. Describe how some groups and individuals’ campaign for equality. Understand how equality and inequality can affect relationships. Recognise some of the ways in which aspects of health can impact on life chances, particularly education. Know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences.	can do to create more balance in my life. Identify realistic and unrealistic goals. Explain how helping a stranger can impact positively on people. Understand how relationships and being part of a community can support me and others to achieve our goals.	cardio-vascular disease and cancer and diabetes. Identify the steps that can be taken to help prevent lifestyle-related ill-health. Have knowledge of future health challenges to society (including epidemics, pandemics, antibiotic resistance). Understand the availability and limitations of advanced medical techniques (including stem cell therapy, organ donation). Summarise some of the risks associated with substance use and the laws relating to these Describe how people who are sexually active can keep themselves safe from STIs. Express why some people choose to use different substances and my own thinking relating to such choices.	Evaluate my own role in a range of relationships Evaluate the role of love in relationships Evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc. Discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography. Describe the negative influence pornography can have on relationships. Understand the physical and mental impact of unhealthy relationships. Discuss the patterns associated with abusive relationships (including exploitation and abuse in teenage relationships). Understand how coercion can feature in a range of relationships. Describe examples of legislation associated with coercion, exploitation and abuse in relationships.	Understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary. Discuss the reality and myths surrounding sexual identity and gender. Describe where to find help and support around sexual identity and gender. Discuss gender and stereotypes in relation to a range of romantic relationships. Identify and understand the legislation relating to a range of relationships. Understand the risks associated with exploring sexual identity. Reflect on physical changes experienced so far and understand the relationship between physical change, self-esteem and emotional change. Understand the impact of family change and how it can affect future relationships.

Year 11 substantive and disciplinary knowledge

Substantive knowledge			
Being me in my world	**Healthy me**	**Dreams and goals**	**Relationships**
Equality in relation to disability including hidden consequences of not adhering to Equality Act. Employers' responsibilities. Benefits of multicultural societies. Impact of unfair treatment on mental health. Misuse of power. Campaigning for equality. Know sources of help and support.	Managing anxiety and stress. Exam pressure. Concentration strategies. Work- life balance. Sexual health and hygiene. Self- examination. STIs. Sexual pressure. Know sources of help and support.	Aspirations on; career, finances, relationships, health. Skills identification. Realistic goals. Gambling. Financial pressure and debt. Dream jobs, skill set, education and training options. Long- term relationship dreams and goals. Parenting skills and challenges. Resilience. What to do when things go wrong. Know sources of help and support.	Stages of intimate relationships. Positive and negative connotations of sex. Protecting sexual and reproductive health. Safely ending relationships. Spectrum of gender and sexuality. LGBT+ rights and protection under the Equality Act. 'Coming out' challenges. LGBT+ media stereotypes. Power, control and sexual experimentation. Forced marriage, honour-based violence, FGM and other abuses. Hate crime. Know sources of help and support. Fertility. Contraception. Pregnancy facts and myths.

			Identifying a range of health risks and strategies for staying safe. Know sources of help and support.

Disciplinary knowledge			
Being me in my world	**Healthy me**	**Dreams and goals**	**Relationships**
State what 'being an adult' means to me. Give some examples of legislation that affects me at 16. Give examples of legislation that relates to sex and relationships. Know about the legal status of different relationships (e.g marriage, civil partnership, co-habitation). Explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this. Give examples of legislation around the possession and supply of drugs, tobacco and other substances. Explain the legal consequences of breaching the Equality Act. Assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control. Identify things I am looking forward to in adulthood, and things that concern me.	Know some ways to help me manage anxiety and stress. Know some ways to relax Explain the links between sleep and physical/ mental health. Know the steps I can take to keep healthy including self-examination. Understand the preventative steps that can be taken to reduce the chance of contracting STIs. Know about the treatments available for STIs Understand the influences that inform decision making with regard to sexual relationships. Know some strategies to help manage sexual pressure. Understand what consent is in relation to sexual relationships.	Know of some ways to help me manage any anxiety I may feel now and in the future. Know the links between sleep, physical and mental health and learning. Identify my financial goals and whether these are realistic in the short or longer term. State the skills and attributes I have or need to develop in order to aim for my financial goals. Budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem. Understand the risks associated with gambling as an answer to debt or financial pressures. Identify what my dream job and state if it differs from the expectations of my family or friends. If so, how I can manage this to maintain positive relationships.	Know that intimate relationship can move through different stages and how behaviour may change according to the stage. Know how to access confidential health and advice about sex and relationships. Give examples of how the media can sometimes portray unrealistic expectations of sex and relationships. State some of the positive and negative connotations of sex and where these might come from. State my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future. Explain there is a spectrum of gender and sexuality. Know that sexuality is different from gender diversity and that for some people, gender identity and sexuality is fluid and for others it is fixed.

Know where to access help and information if I am worried or concerned about anything. Give examples of legislation in reference to online activity. Assess the impact of illegal online activity and misuse of technology on a range of people. Explain why pornography is legislated against and the potential consequences of viewing pornography. Know and apply the steps to take in an emergency situation (including assessment of the situation, making the area safe, giving emergency aid, accessing help). Know some of the rights, responsibilities and laws that affect me	Understand the choices available in relation to contraception and pregnancy. Know key facts about fertility and pregnancy. Understand the range of risks to physical and mental health associated with unhealthy sexual relationship. Know some things I can do to avoid high risk situations in relation to sex. Summarise ways people can stay healthy when they are sexually active. Explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health. Know that I should be treated with respect in all of my relationships including sexual relationships. Know that ending unhealthy relationships is often necessary to protect mental and physical health.	Explain why I may need to change my skill-set as my career develops. Discuss my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not. Discuss the choices available to me in terms of different legal arrangements in a relationship status (e.g marriage, civil partnership and the difference between them). Explain the challenges and opportunities of becoming a parent and identify key skills of successful parenting. Reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully (e.g. financial stability, support networks etc.). Identify some possible barriers to some of my dreams and goals. Identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met. Understand what I need to do to achieve successful health, relationships and lifegoals. Reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this.	Know that LGBT+ people are protected by law. Understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this. Understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented. Know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+. Recognise when there is an imbalance of power within an intimate relationship and suggest strategies for managing relationships that are imbalanced, including ending them if appropriate. Know how to recognise illegal behaviour within an intimate relationship, how and where to report it. Give examples of honour-based violence and explain why honour-based violence and forced marriage is unacceptable and illegal. Know what FGM and breast ironing is, and why it is illegal. Give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal.

			Know how to report honour-based crimes or hate crime against LGBTQ+ people Consider how power in relationships can affect people.

Other mapping documents available through JIGSAW membership include:

Community Area- RSHE (Relationships and Changing ME)- Resources - Jigsaw Mapping Documents (for RSHE)

Community- Teachers- British Values Map

Community- Teachers- SMSC Mapping Doc

KS5 – Post 16

Our Programme:
The Futura Sixth wider support programme builds on progression each year. It interleaves topics and explores them in a wider context and greater depth as the students mature. Whilst the main programme hones in on PSHE, RSE and SMSC, we cover Fundamental British Values at regular intervals throughout the Sixth Form working with a programme called 'Votes for schools' this engages students in everyday news topics and provides the opportunity for debate and decision.

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Parenthood	Abortion	Miscarriage	Adoption	Surrogacy	Artificial insemination						
CBD Oils	THC	CBD	Legal	Anxiety Relief	Anti Seizure	Cancer	Free Radicals	Cannabis			
Illegal	Drugs	Effects	Magic Mushrooms	Hallucinogenic	legality	Consequences	Society	Familied			
Laughing gas	whippets	whip-it	hippy crack	Nitrous Oxide	crackers	N2O PSA 2016	Society	NPS			
Illegal	Drugs	Effects	Cannabis	CBD	THC	legality	Consequences	Society	Families	Psychosis	
Inhalants	Gaming	Sugar	Nicotine	Alcohol	Prescription Drugs	Social Media	Substance Misuse				
Relaxation	stress	Cortisol	Hormones	Meditation	Yoga	Diet	Para-sympathetic	Calmness			
BACS	Deductions Payslip	Net Pay	Gross Pay	National Insurance	Salary	Tax	NI	Tax Code	PAYE		

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Equality	Diversity	Legal jurisdiction	Activism	Charity	Section 28						
Assertive	Resilient	expression	Healthy	Unhealthy	conflict						
MRI	X-Ray	Biopsy	Endoscopy	Radiotherapy	Ultra sound	Cancer					
Gene technology	Blood	Genetic engineering	stem cell	nerve cell	ethics	Parkinson's disease					
Homicide	Wielded	Attempted Murder	Courts	Home Office	UK Drill Music						

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Class A	Class B	Class C	Supply	Possession	Distribution	Psychoactive Substances	Medicine Act 1986				
Social	Medical	Illegal	Stimulant	Hallucinogenic	depressant	Pain killers					
Inhalants	Huffing	VSA	Crystal Meth	Heroin	Alcohol	Ecstasy	Spice	Marijuana			
Illegal	Drugs	Effects	LSD	Hallucinogenic	legality	Consequences	Society	Families			
Illegal	Drugs	Effects	MDMA (Ecstasy)	legality	Consequences	Society	Families	Class A	Prison		
Illegal	Drugs	Effects	Spice (Synthetic Cannabinoids)	Hallucinogenic	legality	Consequences	Society	Families			
Physical	Psychological	social	units	ethanolUnits	Spirits	Ethanol	Beer	Larger	Wine	Binge Drinking	Shots
Substance abuse	Dependence	Intoxication	Withdrawal	substance	impairment	anxiety					
Cannabis	THC	CBD Products	Cannabis Oil	Legality	Class B						
Synthetic Cannabinoids	NPS	United Nations	Synthetic	Chemistry	Replacements	Stimulants	Legal Highs	Designer drugs			
Glastonbury	NPS	Laughing Gas	Euphoria	Nauseas	Disassociation						
Class A	Class B	Class C	Supply	Possession	Distribution	Psychoactive Substances	Medicine Act 1986				
Trafficking	drug mules	Products	end users	manufacturers	Producers	farmers					
Illegal	Drugs	Effects	Crack Cocaine	Stimulant	legality	Consequences	Society	Families	Class A		
Illegal	Drugs	Effects	Heroin	Hallucinogenic	legality	Opium	Society	Poppy			
Sexual Assault	LGBT+	Effects	GHB	GBL	Chemsex	Rape	Spike	Public Health England	Class C		

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Inflation	interest Rates	Goods	Services	taxes							
Discount	budget	financial management	risk	reward	investments	Shares					
Currency	Foreign Exchange Rates	Bureau du change	Travellers' cheques	Pre-paid cards	ATM's						
Gross Pay	Net Pay	Annual Salary	Income	Expenditure	Debt						
Credit Card	Debit Card	Store cards	PayPal	Bacs	Cheque	Direct Debit	Standing Order				
Debt	Variable interest	Fixed interest	Loan Shark	Payday Loans	APR	Income	Expenditure	Savings			
Currency	Foreign Exchange Rates	Bureau du change	Travellers' cheques	Pre-paid cards	ATM's						
Collective bargaining	industrial action	Trade Union	Branches	Unison	Picketing						
Income Tax	National Insurance	VAT	Personal allowance	Council Tax	National Minimum wage						
Mobile banking	Saving	interest	bank branch	AER	Overdraft	credit card	monetary value	hyper inflation			
Tax	P45	P60	National Minimum Wage	Gross	Net	Deductions	National Insurance	self employed			
Debt	Interest	Crisis Loan	Repayments	Interest	Loan Sharks	overdraft					
Universal Credit	Tax	Income	Expenditure	Tax Credits	Income support	Savings	Pension				
Insurances	Assurance	Premium	Underwriter	Policy	Excess	Financial advisor	IPT				
Personal Statement	CV	Skills	Qualities	University	Achievements	applications					
Qualifications	Interests	hobbies	referees & work experience								
A levels	PHD	foundation	Degree	PGCE	Vocational Qualifications	Traineeships	Apprenticeships				
Branding	CV	Personal Statement	Presence	Impressions	Attitude						
Equal Opportunities	Shortlisting	references	Punctuation	CV							
Etiquette	Body Language Performance Management Career Progression										

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
IVF	Gut Flora	Fertility	Insemination	Fertilisation	artificial Insemination	Sperm Bank	Surrogate				
Sexual Health	Anti-Social Behaviour	Drug Abuse	Binge Drinking	Units	Drink spiking	GHB	GBL				
Sexual Health	STI	Contraception	Sexual Health	Pregnancy							
IUD	Diaphragm	Patch	Injection	Contraception Ring	Abstinence	Condom	Pill	Femidom Thrush	Douche		
Pornography	Culture	Sex	Illegal	Legal	Society	Revenge Porn					
SEXUAL HEALTH	CLINIC	ACCESSING SERVICES	FEARS	HELP DISRESPECT	ABUSE	UNHEALTHY	COERCION				
Bacterial	Virus	Parasitic	STI	HIV	HPV	Promiscuous	Infection	G.U.M Clinic	Sexual health		
Fertility	Menstrual Charting	Fertility Charting	Ovulation	Gynaecology	Obstetrician and Gynaecologist						

Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms	Key Terms
Immunity	Communicable	Virus	Non-communicable	Vaccination	Anti-Vaxxers	Disease					
Monounsaturated Fats & Polyunsaturated Fats	Cholesterol	Oral	Hygiene	Diet	Sugar						
Detox	longevity	immune	heart health	beauty Fats	Eatwell	obesity					
Anorexia	Binge Eating Disorder	Obesity	Bulimia								
Anxiety	stress	coping	strategy	anger	emotions	hormones	reactions				
Depression	Headache	Anxiety	CBT	Cognitive	Behavioural	Therapy	dysregulation	Premenstrual			
Acute Stress	Chronic Stress	Cortisol	Noradrenaline	Mindfulness	Anxiety disorder						
General Anxiety Disorder	Phobia	CBT	SSRI's	Psychological therapies	Self Help	Mindfulness					
Phobia	Fear	Anxiety	Stress Wellbeing								
Hypersomnia	Sleep disorder	Sleep Hygiene	Insomnia								
Social	Physical	Emotional Wellbeing	Health & Wellbeing								
	Body image	Self esteem	Introvert	Extrovert	Anger	Cyber Bullying	Physical bullying	Opportunities	Resilience		
Monounsaturated Fats & Polyunsaturated Fats	Cholesterol										
Diet Culture	Appearance ideals	society	foundation	Body image	Self esteem						
Genes	Environment	Psychological	DNA	Epigenetics	Nature	Nurture	socialisation				
Balanced Diet	Exercise	Mental Health	Physical Health	Mental Health Act	Vitamins	emotional wellbeing					
Anxiety	stress	coping	strategy	anger	emotions	hormones	reactions				
Positive learning stress	coping	strategy	anger	emotions	hormones	reactions					
Physiotherapy	diet	calories	exercise	healthy	sedentary	unhealthy					

Year 12 substantive and disciplinary knowledge

Substantive knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**

LGBT (Equality in the UK) Toxic Masculinity (Peer Pressure + Influence Instead) Dealing with my anger What is Cancer	Trade Union Lesson UK Tax System Explained Mobile Banking, Building Societies and Money P45 + P60 Types of Employment Different Types of Debt Multiple Income Sources + State Benefit System Understanding Insurance	Fertility - what impacts it Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception	Drugs and their Classifications Drugs and Their Effects Drugs Through Videos LSD Drugs Education MDMA Ecstasy - Drugs Ed SPICE - Synthetic Cannabinoids Drugs - Alcohol and Society Substance Misuse	Immunization and Vaccination Tooth Decay and Dental Health Eating Habits Eating Disorders Stress how to manage it Healthy Eating and cholesterol	Planning For the future Personal Branding Making Applications Interview Preparation

Disciplinary knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**
To learn about the recent history of the LGBT movement in the UK To explain why its important Britain celebrates equality and diversity To explore and challenge LGBT+ prejudices and stereotypes that are out there	To understand the history of trade unions in the UK What do we mean by the terms risk and reward To evaluate if industrial action achieves its aims more often than not To understand the range of taxes that exist in the UK and the purpose of paying taxes To be able	To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment	To consider the differences classification of drugs To explore the legal classifications of 36 drugs To understand key aspects of the UK's drug policy To consider the differences classification of drugs To explore why people take illegal drugs	How immunity to disease and infection can be acquired Describe the difference between communicable and non-communicable diseases. To evaluate the impact on society when there is a pandemic virus with no vaccination available	To define my own skills, qualities an interests To be able to make plans and decisions about post 16 education To evaluate what support I need and be able to set Targets and goals to achieve To understand what personal branding is To understand why and how

To describe healthy and unhealthy expressions of anger To explore what happens both physically and emotionally when someone gets angry To identify a range of techniques to manage conflict and anger I know the risk factors and common symptoms for skin cancer I understand how to talk to someone with cancer I understand some of the diagnostic and treatment tools used for cancer	to work out the income tax paid on a range of different salaries To evaluate whether the UK's progressive tax system is fair Will understand the different types of bank account Understand the range of mobile banking only services Be able to evaluate which account would be most suitable for different situations To describe the different types of employment available To understand the different things that motivate people to work To understand the purpose of a P45, P60 and other paperwork related to employment I understand the impact getting into debt can have on myself and my family I can identify priority and no-priority debts I know how to access reliable advice on debt counselling	To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both	To evaluate what support networks are available to help support those in need To understand the impact drugs can have on the individual, their family and friends To explore real life stories of those mixed up with drugs To evaluate what support networks are available to help those at risk of abusing drugs To learn more about LSD and the impact this drug has on society To explore the physical and mental impact on LSD users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about MDMA / Ecstasy and the impact this drug has on society To explore the physical and mental impact on Magic Mushroom users To	To describe the importance of dental Hygiene and the impact sugar can have on tooth decay To understand how to manage cholesterol levels in the body To explain how a poor diet can lead to many health risks To explore what makes a healthy breakfast and healthy pack lunch To understand the rainbow of healthy food to have in every meal To evaluate the impacts of obesity on individuals To understand the complexity of eating disorders and their possible causes To understand that there are identifiable symptoms of the most prevalent eating disorders To understand what help is available for prevention and treatment of eating disorders To understand the short and long term impacts stress can have on our	to build a personal brand To understand my core key values that drive me and define me To understand the application process To identify the skills needed for a successful application process To understand the different component parts of an application form To understand how to prepare for an interview To understand the do's and don'ts during an interview To practice a mock interview

	To understand the importance of multiple sources of income To understand how the government raises and spends money To know what universal credit is and other state benefits available in the UK To understand the difference between insurance and assurance To explore a variety of types of insurance and understand the process of taking out insurance To evaluate the differences sources of financial advice that is available		evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about Spice (Synthetic Cannabinoid) and the impact this drug has on society To explore the physical and mental impact on Spice (Synthetic Cannabinoid) users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To understand how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society I can explain how alcohol is measured and what limits are for adults To explore the consequences of alcohol consumption To evaluate when introducing alcohol	bodies and our life . To understand the science behind fight, flight or freeze response to stress To identify the components of a healthy diet To understand the difference between good cholesterol and bad cholesterol To understand how to replace unhealthy snacks and foods with healthier alternatives	

			to a situation can lead to very dangerous consequences To define the term substance misuse and understand the way drugs effect users To explore why people misuse substances To evaluate what support networks are available to help support those in need		

Year 13 substantive and disciplinary knowledge

Substantive knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**
Stem Cell Research + Medical Ethics Why not to Carry a knife	Inflation, Money and Careers Value for Money & Making More Going Abroad & Understanding Foreign Currency Managing a Household Budget Payment Methods Used in the UK Borrowing Money and the Risks (Debt) Foreign Exchange Rates	Porn and its impact on Society Respect Love and Relationships Revisiting STI's Menstrual Charting	Drugs - Cannabis Products Drugs - New Psychoactive Substances (Old Legal Highs) Drugs - Festivals and Nitrous Oxide Drugs and their Classifications Drugs and the War on Drugs Crack Cocaine - Drugs Ed HEROIN - Drugs Ed GHB - Drugs Ed	Improving Body Image Causes of Mental Health Looking after Health and Wellbeing Stress 3 Life Events Sleep & Exercise Stress 4 Balancing Stress and Relaxation Physical Health & Wellbeing	Writing a Personal Statement CV Writing Post 16 Options

Disciplinary knowledge					
Health, Safety and Diversity	**Personal Finance**	**RSE Relationships and Sex Education**	**Drugs and Risk Education**	**Statutory Health and Wellbeing**	**Careers, Progression and Destinations**

To be aware of stem cell research and other forms of donation, including stem cell donation To understand the positives and negatives of stem cell research and gene technology To evaluate the medical ethics of gene technology and stem cell research To explain why it is wrong to ever carry a knife To understand the legal, emotional and physical consequences of carrying a knife To understand how knife crime impacts families and communities	Understand how the value of money can change over time To understand what causes inflation To evaluate how governments can try to control inflation I understand the importance of getting value for money What do we mean by the terms risk and reward How to evaluate whether the risk involved is worth the reward. I can identify major world currencies I can evaluate the different methods that can be used to pay for things abroad I know how to get the best value travel cards To explore how to calculate from an annual salary Gross Pay and Net Pay. To understand how an average house hold budget might look like To explore how the life choices we make can impact our financial situation	Understand the differences and similarities between sex in real relationships and that which is featured in pornography Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship To understand the way STI's spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic. To understand the differences between viral STI's and bacterial STI's	To understand the different forms and street names given to cannabis To explore why some people take cannabis To evaluate whether cannabis should be legalised in the UK To define the term New Psychoactive Substances and give examples To explore why NPS drugs are so dangerous to society To understand how to protect yourself from peer pressure to experiment with NPS drugs To understand the risks associated with parties and festivals and experimenting with drugs To understand how to stay safe at a festival or a party To evaluate whether drug testing tents at festivals will reduce drug related deaths at festivals To consider the differences classification of drugs To explore the legal classifications of 36	To recognise the impact of social media on body image Understand the concept of appearance ideals and where pressure to achieve them comes from. Be able to evaluate diet culture in the UK and its impacts To explore the nature nurture debate regarding Mental Health causes To be able to recognise many of the common symptoms of some metal health illnesses To be able to reflect and evaluate your own healthy lifestyle choices To be able to evaluate how healthy my own lifestyle is To explore what can improve and impeded on physical health and wellbeing To explore coping strategies for mental health and positive emotional wellbeing To understand the importance of being able to pick up and put down	To understand what a personal statement is To explore when a personal statement may be needed To be confident in writing a personal statement that reflects your abilities and ambitions To understand the purpose of a CV To understand how to create a clear and concise CV To be aware of a range of options available after Year 11 To be able to explore and know where to research the best progression pathway To start to decide what post 16 route you might like to take

	Understand how different payment cards work Be able to identify advantages and disadvantages of each method Be able to evaluate the most useful method od payment in different circumstances To understand that planned and unplanned borrowing are different types of debt and that I have responsibility to check credit/debt arrangements I may enter into. To understand the benefits and risks of borrowing money. Will be able to work out the cost of different personal loans based on fixed rates on interest I Understand how foreign exchange markets make money I understand the importance of shopping around for the best exchange rates I can work out foreign exchange calculations	To describe the purpose of menstrual charting and Fertility charting To know how to create your own menstrual chart To understand the support a GP or Gynaecologist can give with fertility and Menstrual health	drugs To understand key aspects of the UK's drug policy To describe how drugs are manufactured and trafficked globally To explore how different countries are dealing with the drugs trade To evaluate how governments can tackle the illicit drugs trade To learn more about Crack Cocaine and the impact this drug has on society To explore the physical and mental impact on Crack Cocaine users To evaluate what support networks are available to help support those who use drugs as a coping mechanism or addicted to drugs To learn more about Heroin and the impact this drug has on society To explore the physical and mental impact on Magic Mushroom users To evaluate what support networks are available to help support those who	stress To explore the common sources of stress To understand that a lot of the joys we have in life, particularly those which relax us or give us a sense of well-being relate to times when we are not thinking To have a range of strategies to manage social media wellness To understand the importance of striking a balance between stressful activities and relaxing activities To describe the prolonged effects on the body To explain the importance of exercise in maintaining a healthy lifestyle. To explore what happens when you adopt unhealthy lifestyle choices Careers Objective: To understand the work and role of a physiotherapist	

			use drugs as a coping mechanism or addicted to drugs To learn more about GHB and the impact this drug has on society To explore why GHB is the drug of choice for those committing sexual assaults To evaluate whether the UK government needs to do more to protect people from being victims of sexual assault and rape due to GHB		