



RELATIONSHIP AND SEX EDUCATION (RSE), HEALTH EDUCATION & PSHCE EDUCATION POLICY

Policy statement:

Rationale

Aspire North East Multi Academy Trust is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This policy is to make clear the role of RSE, Health and PSHCE Education in providing learning experiences to promote the education of the whole child. We believe that RSE, Health and PSHCE Education should enable children to become healthier, more independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our schools at 16 or 18 as well rounded citizens able to take their place in society.

What is Relationship and Sex Education (RSE) and Health Education?

RSE and Health Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships including on and offline. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes. RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should provide a clear progression from what is taught in primary school where the prime focus is Relationships and Health Education. In addition, Health Education's mission is to improve the health of the entire community by teaching pupils and families ways to establish and maintain life-long healthy and sustainable eating and lifestyle habits.

What is PSHCE Education?

Personal, Social, Health, Citizenship and Economic (PSHCE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work. PSHCE education is defined by Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic

communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

Principles and Values

In addition, Aspire North East Multi Academy Trust believes that RSE, Health and PSHCE Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all of their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/express views.
- Make students aware of different approaches to sexual identity, without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Aims and Objectives

The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies. In addition, incorporated into our delivery of PSHCE Education is CEIAG (Careers Education Information Advice and Guidance), which is statutory from Year 7 to raise aspirations, challenge stereotypes and encourage ALL learners to consider a wide range of careers. This follows the statutory guidance: 'Careers Guidance and access for education and training providers' (July 2026) and the 'Education Act 2011'. We are also including in our wider teaching of PSHCE Education content areas which cover Living in the Wider World and British Values.

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.

- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships.
- Understand the true meaning of consent.
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships, enthusiastic consent, sexting and e-safety.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Our Health Education programme aims to prepare all students for an adult life:

- To develop the knowledge, skills and attributes they need to manage their lives now and in the future.
- To learn to make responsible decisions e.g. About alcohol, drugs, smoking, diet, mental and physical health.
- To learn to recognise and manage risk and take increasing responsibility for themselves and their actions.
- To understand the importance of wellbeing and how to tackle issues that can affect their ability to learn.
- To develop skills such as teamwork, communication and resilience.
- To be encouraged to make positive contributions to their families, schools and communities.
- To reflect on their own individual values and attitudes.
- To identify and articulate feelings and emotions and manage difficult situations positively.

Finally, our aim of teaching pupils about PSHCE Education, including Living in the Wider World and Careers and Aspirations, is to give them the information that they need to make good decisions about their own future pathways and how to survive in the wider world once they leave school and further into the future. We want our students to understand what it means to live in Modern Britain and how to stay safe both online and in the real world. Our PSHCE Education programme aims to prepare for an adult life:

- To understand how to manage money and finances effectively both now as a young person and in the future within the context of working life.
- To understand British values and what it means to live in modern Britain.

- To learn how to stay safe in the virtual world.
- To learn about rights and responsibilities and their role in society.
- To understand about taking risks and what it means to have a statutory right.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision-making skills to manage these transitions.
- To promote equality of opportunity, celebrate diversity and challenge stereotypes.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 13 for the purpose of informing them about technical education qualifications or apprenticeships.
- To understand what it means by enterprise and higher education.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review - In the first instance, Director of Careers & PSHCE, Headteacher of Sandhill View Academy and Assistant Principal of Southmoor Academy pulled together all relevant information including relevant national and local guidance in order to form the programme of study. The policy has subsequently been reviewed by Assistant Headteachers and Aspire Curriculum Coordinators at both schools.
- Staff consultation - all staff were given the opportunity to look at the policy and make recommendations.
- Parents/stakeholder consultation - parents were given the opportunity to look at the policy and provide feedback.
- Student consultation - we investigated what exactly pupils want from RSE, Health and PSHCE Education.
- Ratification - once amendments were made, the policy was shared with Trustees and ratified.

Documents that inform the Trust's RSE, Health & PSHCE Education policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019 (Revised in July 2025 to be implemented by September 2026)
- Equalities Act, 2010
- Keeping Children Safe in Education, DfE, September 2026
- National Curriculum in England: science programmes of study, DfE, 2015
- Children and Social Work Act, 2017
- Behaviour and discipline in schools, DfE, 2016
- Special Education Needs and Disability Code of Practice: 0 to 25 years, DfE, 2017
- Mental Health and Behaviour in Schools, DfE, 2018
- Preventing and Tackling Bullying, DfE, 2017
- Promoting Fundamental British Values as part of SMSC in schools, DfE, 2014
- Careers guidance and access for education and training providers, July 2026

This policy should be read in conjunction with the following Trust policies:

- Anti-Bullying Policy
- Behaviour Management Policy
- Careers Policy
- Child Protection Policy
- Drug Policy
- E-Safety Policy
- Learning Policy
- Mental Health & Wellbeing Policy
- Provider Access Policy
- Smoking & Vaping Policy
- Special Education and Inclusion Policy
- Tackling Extremism and Radicalisation Policy
- Work Experience Policy

Delivery of the Programme (Our Curriculum)

The Trust acknowledges that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE, Health and PSHCE Education will be set in the context of a wider whole-school approach to supporting students to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust's wider policies. RSE will sit within the context of the Trust's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust's education on healthy lifestyles through physical education, science and its sport, extra-curricular activity and school food. All Academies within the Trust will deliver the content set out in Appendices 1 to 3 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

The Assistant Headteachers and ASPIRE Curriculum Coordinators will work closely with colleagues in related curriculum areas to ensure RSE, Health Education and PSHCE Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as science, computing and PE.

Details of the curriculum can be found in the Appendices attached to this policy. We may need to adapt the curriculum and its delivery as and when necessary.

Appendix 1: Overall content that will be delivered, and the objectives, which are matched to the statutory requirements and the PSHCE Education programme of study from the PSHE Association.

Appendix 2: An overview of the learning in each year group for Southmoor Academy

Appendix 3: An overview of the learning in each year group for Sandhill View Academy

Aspire North East Multi Academy Trust specifically delivers RSE, Health and PSHCE Education through its ASPIRE Programme and Science lessons at KS3 and KS4 (and KS5).

Much of the RSE, Health and PSHCE Education programme takes place within ASPIRE lessons. Staff generally deliver the curriculum with support from professionals where appropriate. At Southmoor, a team of specialist staff deliver the programme and at Sandhill View it is delivered by teaching staff. RSE lessons are set within the wider context of the Personal Development curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSE will be representative and inclusive of LGBTQ+ young people.

The ASPIRE Programme and Science National Curriculum is taught in every year.

When students ask questions, we aim to answer them honestly. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSE, Health and PSHCE Education programme.

Informal assessment is carried out in order to assess a student's understanding of an ASPIRE topic. This will involve student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs and Disabilities (SEND)

RSE, Health Education and PSHCE Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The Trust will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. For example:

- Think, pair, share activities supported by seating and partnering due to verbal ability
- Advanced information for parents and students based on upcoming topics to allow preparation and support to be put in place for foreseen issues surrounding sensitive topics
- Rules reinforced regularly to ensure expectations are explicit and that lessons remain safe and supportive
- Use of SEND ranges and pupil passports to apply appropriate methods in lessons for particular student needs
- Developing emotional recognition and regulation skills to enhance the ability of SEND students to engage with lesson content, encouraging reflection and providing opportunities to practice and embed these skills within and beyond the curriculum
- SEND students are targeted more frequently for live marking to ensure sufficient progress is made
- Teachers aim to create a supportive environment in ASPIRE classes where students with SEND are encouraged to share their ideas to content where there is 'no wrong answer'
- ASPIRE includes teaching of specific SEND and discrimination faced by those with SEND to expand and deepen the awareness of SEND within all students, for example we cover Disability Awareness, The Equality Act and the protected characteristics, Neurodiversity and learning difficulties

Gender, Identity and Sexual Orientation

The Assistant Headteachers and ASPIRE Curriculum Coordinators will ensure that LGBTQ+ content is fully integrated into the programme of study and threads across the curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSE, Health Education and PSHCE Education is relevant to them.

Roles and Responsibilities

The Trustees and Local Governing Bodies will:

- Monitor the implementation of the policy across all Academies within the Trust
- Monitor student progress to ensure that pupils achieve expected outcomes
- Ensure that Academies are resourced in such a way that the Trust fulfils its legal obligations.
- Ensure that the subject is well led, effectively managed and well planned.
- Ensure that the quality of the provision is subject to regular and effective self-evaluation.

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy
- The subjects are staffed and timetabled in a way to ensure the Trust fulfils their legal obligations.
- The teaching of RSE, Health and PSHCE Education is monitored to ensure that it is delivered in ways that are accessible to all students with SEND.

- The subject is taught consistently across the Trust and manage requests to withdraw pupils from non-statutory elements of RSE.

The Assistant Headteachers and ASPIRE Curriculum Coordinators will ensure that:

- The curriculum is well planned and resourced, including ensuring that the curriculum is age-appropriate and of high-quality.
- The curriculum compliments, and does not duplicate, the content covered in National Curriculum subjects by working closely with colleagues in related curriculum areas.
- The subject is evaluated and monitored carefully across the Trust to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary.
- Colleagues delivering the programme have the relevant training and feel confident to deliver the programme fully, including helping to develop colleagues' expertise in the subject. In addition, provide reports to the SLT of the effectiveness of the delivery of the subject.
- There is continuity and progression between each year group
- Each school in the Trust meets the statutory requirements in relation to RSE and Health Education, and Careers Education.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE, Health and PSHCE Education are unbiased;
- The teaching of RSE, Health and PSHCE Education is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE, Health and PSHCE Education will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of the subject;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

All students are expected:

- to engage fully in RSE, Health and PSHCE Education lessons
- to treat others with respect and sensitivity when discussing issues related to RSE, Health and PSHCE Education.

Parents/Carers: The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of RSE, Health and PSHCE Education;
- Encouraged to participate in the development of RSE, Health and PSHCE Education through a parent voice survey;
- Able to discuss any concerns directly with the Academy.
- Able to request access to all of the teaching resources that are used in the delivery of RSHE curriculum.

Right to withdraw students from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education (not relationships, health, living in the wider world or careers & aspirations) delivered as part of statutory RSE. The Trust, before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

Working with external agencies

The Trust is aware that working with external partners will enhance the delivery of RSE, Health and PSHCE Education, and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people. Where Academies use external agencies, they will check the credentials of the visiting organisation and any visitors linked to the agency. Academies will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Child Protection Policy.

Safeguarding, reports of abuse and confidentiality

The Trust recognises that at the heart of RSE, Health and PSHCE Education, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education. In our

Academies, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Leads. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Training

Staff are trained on the delivery of RSE, Health and PSHCE Education as part of their induction and it is included in our continuing professional development calendar.

The individual schools will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, Health or PSHCE Education.

Monitoring and Evaluation of the Programme

It is the responsibility of the Assistant Headteachers and ASPIRE Curriculum Coordinators to oversee and organise the monitoring and evaluation of ASPIRE, in the context of the overall school plans for monitoring the quality of teaching and learning. The ASPIRE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and regular monitoring and evaluation led by the Senior Leadership Team.

Monitoring activities used to ensure that the ASPIRE programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Pupil voice
- Careers data, such as Compass+ tracking data and destination data
- Look scrutiny
- Curriculum plans

Evaluation activities are used to measure the impact of ASPIRE programme and inform future planning. Evaluation activities include:

- Careers data, including analysis of destination data, career participation dashboard, activity survey, destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners

- Focus groups – students, staff, parents, governors
- Student evaluations/pupil voice

Ofsted is required to evaluate and report on personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Parents are welcome to give feedback on any aspect of the RSE, Health and PSHCE Education programme to the Assistant Headteacher and ASPIRE Curriculum Coordinator.

Last Review Date: 24.09.26

Next review due: Autumn 2027

Person Responsible: Assistant Headteacher: Student Progression – Southmoor Academy
Assistant Headteacher: Personal Development – Sandhill View Academy

APPENDIX 1: RSE, Health and PSHCE Education Content

Statements given from the DfE statutory guidance.

A. Statutory Relationships and Sex Education Content (Secondary)

The Trust will continue to develop the knowledge on topics studied for primary schools and in addition cover the following content by the end of the secondary phase:

Families	Pupils should know: • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust. • the roles and responsibilities of parents with respect to the raising of children. including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
Respectful relationships	Pupils should know: • the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. • What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

	• Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). P • pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online safety & awareness	Pupils should know: • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • about online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. • what to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.

	• the impact of viewing harmful content. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
Being safe	Pupils should know: • How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

	• That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • that pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful. • How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.
Intimate and sexual relationships, including sexual health	Pupils should know: • That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • That some sexual behaviours can be harmful. • 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.

	• How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.
--	---

Key Stage 5	
Relationship values	Students learn: • how to articulate their relationship values and to apply them in different types of relationships • to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion • to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships
Forming and maintaining respectful relationships	Students learn: • to manage mature friendships, including making friends in new places • to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online • to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy • to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' • to use constructive dialogue to support relationships and negotiate difficulties • to manage the ending of relationships safely and respectfully, including online • to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships
Consent	Students learn: • to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) • to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent • how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
Contraception and parenthood	Students learn: • to understand the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age • to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner • how to effectively use different contraceptives, including how and where to access them

	• to evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) • to access the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
Bullying, abuse and discrimination	Students learn: • to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online • to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships • to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk • to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support strategies to recognise, de-escalate and exit aggressive social situations • to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination

B. Statutory Health and Wellbeing Content (Secondary)

The Trust will continue to develop the knowledge on topics studied for primary schools and in addition, cover the following content by the end of the secondary phase:

Mental wellbeing	Pupils should know: • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed. • how to critically evaluate which activities will contribute to their overall wellbeing • the benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness • That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal • Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions. • Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it. • That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
-------------------------	---

	That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety
Wellbeing online	Pupils should know: - the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including relationships formed through social media can have - the risks related to online gambling and gambling-like content within gaming, including the accumulation of debt - how advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories. - how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours - About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online. - The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.
Physical health and fitness	Pupils should know: - That physical activity can promote wellbeing and combat stress. - the characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health - about the science relating to blood, organ and stem cell donation - Factual information about the prevalence and characteristics of more serious health conditions.
Healthy eating	Pupils should know: - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease - The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease. - The impacts of alcohol on diet and unhealthy weight gain.
Drugs, alcohol, tobacco and vaping	Pupils should know: - The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. - the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. - the physical and psychological consequences of problem-use of alcohol, including alcohol dependency

	• The dangers of the misuse of prescribed and over-the-counter medicines. • the facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so • The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.
Health and Prevention, and understanding the healthcare system	Pupils should know: • about personal hygiene, germs and how they are spread, including bacteria, viruses, treatment and prevention of infection, and about antibiotics • about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, including healthy eating and regular check-ups at the dentist • The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening • the facts and science relating to immunisation and vaccination and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. • the importance of sufficient good quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn • How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals. • The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support. • How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services. • The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.
Personal safety	• How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents). • How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media. • How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure. • Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime. • The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). • The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern. • Year 7 receive anti social behaviour session from Tyne and Wear Fire and Rescue Service • Year 8 receive water safety session from Tyne and Wear Fire and Rescue Service

	• Year 9 have lessons on peer pressure • Year 10 have healthy relationships lessons • Year 9 have knife crime session from Violence Reduction unit • All year groups receive assemblies from Connor Brown Trust on who to speak to if concerned about knife crime • Year 8 and 9 have lessons on knife crime • Year 8 receive lessons on online safety
Basic First Aid	Pupils should know: • basic treatment for common injuries and ailments. • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed and who can use them
Developing bodies	Pupils should know: • key facts about puberty, the changing adolescent body including brain development • the main changes which take place in males and females, and the implications for emotional and physical health • menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals. • The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Key Stage 5	
Self-concept	Students learn: • skills and strategies to confidently manage transitional life phases • to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure • to understand the issues and considerations relating to body enhancement or alteration, including long-term consequences
Mental health and emotional wellbeing	Students learn: • to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety • to recognise common mental health issues such as anxiety, depression, eating disorders, self-harm and compulsive behaviours [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration or students who are more vulnerable (e.g. personal accounts of weight change).] • to recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing • to analyse and evaluate support available to manage common mental health issues, and how to access the most appropriate support
Healthy lifestyles	Students learn: • to take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening

	• to consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation' • how to register with and access health services in new locations • to recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' • how to maintain a healthy diet, especially on a budget • how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
Managing risk and personal safety	Students learn: • to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it • to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely • to travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements • to perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime
Sexual Health	Students learn: • to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships • how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) • how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment
Drugs, alcohol and Tobacco	Students learn: • to manage alcohol and drug use in relation to immediate and long-term health • to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking • the impact of alcohol and drug use on road safety, work-place safety, reputation and career • the risks of being a passenger with an intoxicated driver and ways to manage this

C. Non-statutory Living in the Wider World content (Secondary)

Managing Online	Pupils will know: • how to stay safe online and what it means to be digitally literate • what is a digital footprint and how this can affect your future pathways. • what is the difference between virtual and real friends. • how to share information safely online
------------------------	--

	about the different forms of cyber-crime, including online abuse, hate content, hacking, phishing, malicious software and trolling.
Money matters	Pupils will know - what the differences are between needs and wants - how to make the most of their money, including spending, ways to pay, budgeting, keeping track of their money, how to find value for money and knowing their rights. - the value of saving and the different methods of saving money - how money management also relates to mental health - about loans and interest and how to make informed choices with regards to money management. - how to avoid debt and what the difference is between manageable and unmanageable debt. - how to understand the importance of finance in the working world, including earnings, payslips, Tax and National Insurance, self-employment, methods of payment, income tax, pensions and low income support.
British Values and Living in Modern Britain	Pupils will know - what the British Values are (democracy, rule of law, individual liberty, mutual respect and tolerance). - why it is important to promote the British Values - which religions are practised in Britain and how these religions are different or similar. - how to understand what is extremism and what does it mean by radicalisation, including understanding religious conflict. - how understand what morals and ethics are - the importance of protecting the environment and about animal rights. - the difference between wealth and poverty
Rights and Responsibilities	Pupils will know - how the UK Government system works, and what the key roles are in the Government, including how decisions are made. - how the judicial system is important and how this works in Britain. - the importance of law and order, particularly focussing on knife crime, county lines and ASB.
Risk and Reward	Pupils will know - how to assess risk and think about their attitudes towards risk. - about investments and where to make good and bad investments. - about the world of gambling and the risk associated with gambling. - why insurance is important and the value of investing in insurance. - what is means by statutory rights and what the role of industry regulators are.

Key Stage 5	
Choices and pathways	Students learn: • to be enterprising in life and work • to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills • to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities • the implications of the global market for their future choices in education and employment
Work and career	Students learn: • how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities • how to produce a concise and compelling curriculum vitae and prepare effectively for interviews • how to recognise career possibilities in a global economy
Employment rights and responsibilities	Students learn: • their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy' • the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols • to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection • to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation • the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours
Financial choices	Students learn: • how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) • to understand and manage salary deductions including taxation, national insurance and pensions • to evaluate savings options • to exercise consumer rights, including resolving disputes and accessing appropriate support • to manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice • to evaluate the potential gains and risks of different debt arrangements and repayment implications • to evaluate the risks in different financial ventures including illegal schemes e.g. illegal money transfers
Media literacy and digital resilience	Students learn: • to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate • to effectively challenge online content that adversely affects their personal or professional reputation • to build and maintain a positive professional online presence, using a range of technologies • how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this • to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation • when and how to report or access help for themselves or others in relation to extremism and radicalisation

Careers and Aspirations content is covered in the **Careers Policy and Programme of Study**.

APPENDIX 2: Southmoor Academy - RSE, Health & PSHCE Education (ASPIRE)

KEY STAGE THREE

	SEPTEMBER - FEBRUARY			FEBRUARY - JULY		
	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS
YEAR 7	<i>Healthy Lifestyle</i>	<i>Managing Online & Money Matters</i>	<i>Self-Awareness, Skills & Introduction to Higher Education</i>	<i>All about people</i>	<i>British Values & Modern Britain</i>	<i>Introduction to Higher Education</i>
	• Introduction to Aspire • Managing puberty • Personal hygiene • Healthy lifestyles: diet, exercise, healthy choices, risks of alcohol, tobacco and other substances • What makes a good friend? • Online friendships	• Saving and managing money: savings, interest, accounts, money and mental health • Making the most of your money: Spending - ways to pay, budgeting, keeping track, value for money, know your rights • Staying safe online • Smart phone addiction • Social media influences	• Life map influencers • Thinking about the future • Job families • Why people work • Different types of jobs • Enterprise skills and introduction to careers • Importance of happiness	• Self-esteem including body image • Healthy relationships & love: family life, friendships and romance • Consent & boundaries: issues of unwanted contact • Bullying: Diversity and prejudice (including cyber bullying) • Understanding sexuality & gender	• British Values (Democracy, rule of law, individual liberty, mutual respect, tolerance) • Proud to be British: understanding modern Britain - what religions are practiced? How are they similar and different? • Politics and Parliament • Extremism & hate crime • The radicalisation process • Disability awareness	• Qualifications & pathways • What is university life like? • Who goes to university? • What can you study? • Why go to university? • University lingo & locations • Progression routes to graduate careers • League tables & the Russell Group

YEAR 8	<i>Growing up</i>	<i>Safety in the Virtual World & Personal Finance</i>	<i>The World of Work & Employment</i>	<i>Exploring Sex</i>	<i>Understanding Modern Britain</i>	<i>What is Enterprise?</i>
	- Tackling gender based discrimination: homophobia, transphobia and sexism - Carrying weapons - Managing change and loss - Prejudice and discrimination: Tackling racism and religious discrimination, promoting human rights - Islamophobia & discrimination - Substance abuse: Alcohol and drug misuse	- All the uses and drawbacks - Virtual or real friends? - Sharing information online - Cyber bullying: cyber-crime, online abuse, hate content, hacking, phishing, malicious software, trolling - Borrowings and savings: What are savings, loans, and interest? Borrowing, debt, repayment, APR, making informed choices, borrowing products, manageable and unmanageable debt.	- Labour market information 21st Century jobs and changing patterns of employment - Stereotypes at work: Challenging career stereotypes - Equal opportunities - What are human rights?	- Pressure, influence & consent: Managing peer influencers, consent - Sexual harassment - Understanding safe sex: Introduction to contraception including condom and the pill - What is love? - Healthy relationships - FGM & Breast Ironing	- What is morality - Morals & Ethics - Abortion Laws & morals - Animal rights - Peace war and conflict - Homelessness	- Start up success: Enterprise in action - Social action & environmental issues - Enterprise Challenge- location & landmarks, design & layout, decisions & pricing, presenting the product - Employability skills (reflection): teamwork, communication etc
YEAR 9	<i>Pressures facing young people today</i>	<i>Finance in the World of Work</i>	<i>Developing my future pathway</i>	<i>Staying healthy</i>	<i>Rights and Responsibilities</i>	<i>Exploring Higher Education</i>
	- Peer pressure & gang crime: assertiveness and risk, - Illicit substances: managing peer pressure in relation to illicit substances	- Earning money - Exploring a payslip: Income tax and National Insurance contributions, Pensions - Self-employment - Team work	- Careers & opportunities: Routes to employment - Employability & transferable skills	- Managing conflict: at home and dangers of running away from home. - First aid: Responding in an emergency situation	- Law making in the UK: The UK Government & Parliament - Crime, law & society: - Prison, reform & punishment: Crime	- How does university work: Student life: accommodation, campus life, making friends - Exam stress & time management

	• Substance abuse • Assessing the risks of drug and alcohol abuse and addiction • Party drugs • Smoking and vaping: The risks of tobacco & vaping • What it means to be a man: Toxicity in men & masculinity linked to mental health	• State benefits: Methods of payment, Low-income support	• GCSE options: Subject choices for GCSEs • Post 16 options: Introduction to post-16 opportunities: 6th Form, T Levels, Apprenticeships, FE colleges, training providers. • Planning for the future • Achieving my careers goals: SWOT analysis.	• Consent & the law: Healthy relationships and consent, Coercion and control • STI's: The risks of STIs • HIV and AIDs • Pornography	- and Punishment, including the judicial system • County lines- who is at risk: Law and order • Knife crime • Anti-social behaviour	• Financial management, independent living & student debt • Seeking support & advice: support networks • Organ donation & blood donation
--	--	--	---	---	--	--

KEY STAGE FOUR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	RSE & HEALTH	CAREERS & ASPIRATIONS	LIVING IN THE WIDER WORLD	RSE & HEALTH	CAREERS & ASPIRATIONS	LIVING IN THE WIDER WORLD
	<i>Social Behaviours</i>	<i>Preparing for the Workplace</i>	<i>Online security and fraud</i>	<i>Managing change</i>	<i>Making an application</i>	<i>Risk & Reward</i>
YEAR 10	• Self-esteem: Exploring the influence of role models • Exploring human rights: British values, human rights and community cohesion • Extremism: Challenging	• Health & safety at work • Applying for a work experience placement: how to apply, applying in writing, Preparation for work experience • Interview skills	• AI- uses for applications • Identity theft & keeping data safe online: accessing support for concerns relating to life online • Online fraud & the dark web: fake	• Domestic abuse & domestic violence • Forced marriage • Healthy relationships: Tackling relationship myths & expectations, Personal values & assertiveness in	• Rights, responsibilities & equality at work: Breaking the glass ceiling - equal opportunities, Tackling discrimination in the workplace	• Getting ready for the workplace • Virtual work experience vs in person work experience • Debrief & evaluation – reflection on learning

	extremism and radicalisation • Mental health & tackling stigma • Drug use: Evaluating the social and emotional risks of drug use • Modern day slavery		emails, online security • Money mules • GDPR	relationships, managing romantic relationship challenges including break-ups • Challenges of parenthood: Understanding different families and learning parental skills • Sexualisation of the media • Sexting & nudes	• CV writing & Personal statements • Exploring routes & the future: Progression routes, steps in the future	• Applications for mock interview • The risks of gambling: attitudes to risk, assessing risk, investments, gambling, protecting yourself, insurance, statutory rights, industry regulators
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	RSE & HEALTH	CAREERS & ASPIRATIONS	LIVING IN THE WIDER WORLD	RSE & HEALTH	LIVING IN THE WIDER WORLD	
	<i>Mental Health</i>	<i>Applying for Post 16 Pathways</i>	<i>Communities in Britain</i>	<i>Safe sex & safer bodies</i>	<i>Lifelong learning & Independence</i>	
	• Mental health & exam stress: tackling stigma • Dealing with stress using study skills: Coping with Stress and revision strategies • Time management & technology: Lifelong skills and planning for the future	• Planning for the next steps: Post-16 progression routes • Careers, courses & qualifications • Planning a personal statement • Post 16 options: applying for post-16 education or training • Apprenticeships, colleges and T levels	• Traveller community explored: Discrimination faced by communities including Traveller communities • Culture & diversity: Refugees, immigrants, and foreign aid surrounding war and conflict	• Festival drugs • Checking for cancers: safe bodies • Vaping and the dangers of vapes and nicotine products • Cosmetic surgery	• Dealing with exam stress & anxiety: Self-regulation and management • Insta, youtuber life vs real life • Creating the perfect revision timetable • Exam revision techniques	

KEY STAGE FIVE

YEAR 12	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS
	<i>Health & Wellbeing</i>	<i>Life Beyond School</i>	<i>Next Steps</i>	<i>Staying Safe Online and Offline</i>	<i>Celebrating Diversity and Equality</i>	<i>Making an application</i>
	- Dealing with depression - Stress, Athletes and Performance - Dealing with Anxiety - Paranoia, Fear and Anxiety - Sleep Hygiene and Mental Health - Promoting Emotional Wellbeing - Resilience and Growing Up - Healthy Eating	- Trade unions - UK Tax System Explained - Mobile Banking, Building Societies and Money - P45+P60 Types of Employment - Different types of debt - Multiple Income Sources and State Benefit System - Understanding insurance	- Applying for work experience - CV Writing - Post-18 Options - Planning for the Future - Interview Preparation	- Drugs and their classifications - Drugs and their effects - LSD Drugs Education - MDMA Ecstasy - SPICE – Synthetic Cannabinoids - Alcohol and society - Substance Misuse	- LGBT (Equality in the UK) - Toxic Masculinity (peer pressure and influence) - Dealing with my anger - What is cancer? - Stem Cell Research and Medical Ethics - Why not to carry a knife - Immunization and vaccination - Tooth decay and dental health	- Writing a Personal Statement - Making Applications - UCAS system - Apprenticeship applications - Employment
	Students will select their own Aspire curriculum from the range of the lessons/content above					
	Students will receive bi-weekly lectures from a number of external providers/guest speakers, some of which will be selected by the students					
	Independent project-based learning					
	6 different independent projects from the following categories: Debate, Employment, MOOC, Study Skills. Financial, Independent Living, Presentation, Wider-School, Community & Charity, Current Affairs					
YEAR 13	RSE & HEALTH	LIVING IN THE WIDER WORLD	CAREERS & ASPIRATIONS	RSE & HEALTH	LIVING IN THE WIDER WORLD	
	<i>Intimate Relations & Sexual Health</i>	<i>Personal Finance</i>	<i>Online reputation</i>	<i>Mental wellbeing</i>	<i>Drugs, Tobacco, and Alcohol</i>	
	- Fertility - Alcohol, Parties and Bad choices	Inflation, Money, and Careers	- Personal Branding - Online reputation & digital footprints	Improving body image	Cannabis products	

	• Importance of sexual health • Contraception revisited • Porn and its impact on society • Respect Love and Relationships • STIs revisited • Menstrual charting	• Value for Money & Making More • Going Abroad and understanding Foreign Currency • Managing a household budget • Payment methods used in the UK • Borrowing money and the Risks (debt) • Foreign Exchange rates	• Time management • Keeping data safe • Entrepreneurship • Dealing with exam stress and Anxiety	• Causes of mental health • Looking after health and wellbeing • Stress – Life events, sleep, and exercise • Stress – balancing stress and relaxation • Physical health & wellbeing	• New psychoactive substances (old legal highs) • Festivals and Nitrous Oxide • Drugs and their classifications • Drugs and the war on drugs • Crack cocaine, heroin and GHB	
Students will select their own Aspire curriculum from the range of the lessons/content above						
Students will receive bi-weekly lectures from a number of external providers/guest speakers, some of which will be selected by the students						
Independent project-based learning • 5 different independent projects from the following categories: Debate, Employment, MOOC, Study Skills. Financial, Independent Living, Presentation, Wider-School, Community & Charity, Current Affairs. Or they can complete subject based projects that will enhance their knowledge and skills in their A Level subjects.						

APPENDIX 3: Sandhill View Academy – SMSC Curriculum Overview

Key Stage 3

Year 7 – All About Me			
1	How do I Stay Healthy?	SMSC	• What is a Healthy Diet? • How Do I Maintain Proper Hydration? • How and Why Should I Exercise? • How Much Sleep Do I Need? • How Does Puberty Affect Me? • How Do I Maintain Good Personal Hygiene?
2	How Can I Express My Identity?	SMSC	• Why Is My Mental Health Important? • Why Does Self-esteem Matter? • What is Body Image? • How Do I Stay Positive? • What is Resilience? • How can Positivity Prepare me for the Future?
3	How do Relationships Define Me?	SMSC	• Why is Family Important? • Why is Friendship Important? • Friends: Real or Virtual? • How do I Maintain Relationships? • How Do I Deal with Loss or Grief? • What is Bullying?
Year 8 – All About My Community			
1	What Are British Values?	SMSC	• What is Democracy? • What is Rule of Law? • What is Individual Liberty? • What is Mutual Tolerance and Respect? • What are Ethics and Morals? • What Are Human Rights?

2	What is the UK Workplace?	SMSC	• What are my Skills and Attributes? • What Does the British Workplace Look Like? • What are 21st Century Jobs? • What is the LMI? • What is Work/Life Balance? • Employment or Self-Employment?
3	What Are My Rights and Responsibilities?	SMSC	• What's the Truth About Alcohol and Smoking? • What's the Truth About Vaping? • Medicine vs Recreational Drugs: What's the Difference? • What is OTC Medication? • What's the Truth About Drug Addiction? • What's the Truth About Video Game Addiction?
Year 9 – All About the Global Community			
1	What is Our Place in the World?	SMSC	• What are Women's Rights? • What is Toxic Masculinity? • What is Discrimination and Racism? • What is Radicalisation and Extremism? • What are the Dangers of Social Media? • Knife Crime - What are the Facts?
2	What is a Global Citizen?	SMSC	• What is Child Labour? • What is Modern Slavery? • What is FGM? • What is Consent? • Why should I Delay Sexual Activity? • What is Contraception?
3	How do we stay safe in a connected world?	SMSC	• What is Digital Literacy? • What is My Digital Footprint? • What Information can we Share Online? • What is Identity Theft and Fraud? • How do we Report Online Threat? • What is AI?

Key Stage 4

Year 10 – All About My Future			
1	Who do I Want to Be?	SMSC	• What Are Apprenticeships? • 6th Form, College or T-Levels? • Why Choose University? • Employment or Self-Employment? • What are Career Stereotypes? • What is Workplace Equality?
2	How Do I Reduce Risk?	SMSC	• What are the Risks on the Road? • What is Gambling and Addiction? • What are the Dangers of Cosmetic Procedures? • What is the Impact of Gang Crime? • What Are Money Mules? • What is Identity Theft and Fraud?
3	How Do I Manage My Money?	SMSC	• What are Wants and Needs? • How Do We Earn Money? • Why Should I Save? • How Can I Pay and What is Interest? • What is Income Support and Pensions? • Why Should I plan for the Future?
Year 11 – All About Life After SHV			
1	What Next?	SMSC	• What are 21st Century Jobs? • Why Use the LMI? • What is Workplace Health & Safety? • What is Workplace Confidentiality? • What is Work/Life Balance? • What is Personal Branding?
2	How Do I Prepare for Exams?	SMSC	• Why is My Mental Health Important? • Why is Diet Important?

			• Why is Hydration Important? • Why is Exercise Important? • Why is Sleep Important? • What is Growth Mindset?
3	How do I Prepare for Life After SHV?		• How do I Write a CV? • How do I Write an Application? • How do I Prepare for Interview?