

Curriculum Overview				
Year Group	Module	Unit of Work	Assessment Content	Vocabulary mapping
7	1	<b>Unit title: Valuing Myself and Others</b>  <b>Why this? Why now?</b>  Valuing yourself and others is important in Year 7 PSHE because it builds self-esteem, encourages respectful relationships, supports mental wellbeing, and promotes inclusion. It helps students make responsible decisions, handle peer pressure, and treat people with empathy and kindness, creating a safer and more positive school environment for everyone.  The content of this unit, Valuing Myself and Others, helps students to think about their place in their community, supporting them to settle into secondary school. It encourages them to think about how they can work well as a member of a team, and how they must learn to balance their own need to articulate emotions with the need to employ social skills and build relationships. They will learn about different viewpoints and what it means to have extreme viewpoints, which will support them as they find their place in a much larger and more diverse school community that they have experienced before. The work on relationship behaviours and risk-taking supports the increased independence that young people experience as they transition from year 6 to year 7.  <b>Students will know/ be able to:</b> <ul style="list-style-type: none"> <li>• Practical steps we can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Opportunities online.</li> <li>• Showing due respect to others and due tolerance of other people's beliefs.</li> <li>• Stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• In school and in wider society we can expect to be treated with respect by others.</li> </ul>	EOY assessment based of units 1, 2 and 3	Issue  Viewpoint  Diversity  Prejudiced Based Behaviour  Perspective  Intimate  Mental Health  Emotional Health  Affect Labelling  Regulation  Risk  Consequence  Confirmation Bias

		<ul style="list-style-type: none"> <li>•The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>•Judge when a family, friend, intimate or other relationship is unsafe.</li> <li>•Talking about emotions accurately and sensitively, using appropriate vocabulary.</li> <li>•Happiness is linked to being connected to others.</li> <li>•Critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>•How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe.</li> <li>•Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>		
	2	<p><b>Unit title: Responsibilities and Values</b></p> <p><b>Why this? Why now?</b></p> <p>Responsibilities and values are important in PSHE because they help students understand how their actions affect themselves and others. Learning about responsibilities encourages accountability, good decision-making, and active participation in school and society. Exploring values—like respect, honesty, and kindness—guides behaviour, builds character, and supports positive relationships. Together, they help students become thoughtful, respectful, and responsible individuals.</p> <p>This unit, Responsibilities and values, builds on the work on perspectives and differences that students have done in 7.01. Students will review their own strengths, interests, skills, qualities and values and think about how to develop them, considering how these align with positive relationship behaviours. Students will think about how their healthy choices impact upon them, learning about the responsibilities pertaining to vaccinations. They will learn about roles and responsibilities within families, and</p>	EOY assessment based of units 1, 2 and 3	<p>Confirmation Bias</p> <p>Feedback</p> <p>Priority</p> <p>Social Responsibility</p> <p>Habit</p> <p>Vaccinate</p> <p>Immune</p> <p>Contagious</p> <p>Herd Immunity</p> <p>Value</p>

	<p>consider how their values affect their choices, boundaries and behaviours, focusing on finances and then different relationships.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"><li>•Different types of committed stable relationships.</li><li>•How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>•The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>•How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.</li><li>•The characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict reconciliation and ending relationships, this includes different (non-sexual) types of relationship.</li><li>•Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>•How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).</li><li>•In school, and in wider society, they can expect to be treated with respect by others, and in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li></ul>		<p>Extreme Views</p> <p>Personal Boundaries</p> <p>Equality</p> <p>Equity</p> <p>Ethics</p> <p>Cultural Norms</p> <p>Income Inequality</p> <p>Individual Liberty</p>
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		<ul style="list-style-type: none"> <li>•The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010); everyone is unique and equal.</li> <li>•The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>•The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>•The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>•How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> <li>•The facts and science relating to immunisation and vaccination.</li> </ul>		
	3	<p><b>Unit title: Making Safe Choices</b></p> <p><b>Why this? Why now?</b></p> <p>Making safe choices is important in PSHE because it helps students protect their health, wellbeing, and future. It teaches them to assess risks, resist peer pressure, and make informed decisions about things like friendships, online behaviour, substances, and personal safety. Learning to make safe choices builds confidence, responsibility, and helps students stay safe both in and out of school.</p> <p>Making safe choices introduces students to the idea that the way people present themselves online can have positive and negative impacts on them. We teach strategies to manage pressure to share an image of themselves or others before considering how this relates to issues of consent and the law. Students are encouraged to think about managing personal safety in increasingly independent situations,</p>	EOY assessment based of units 1, 2 and 3	<p>Tone</p> <p>Indecent Image</p> <p>Consent</p> <p>Risk</p> <p>Cyberbullying</p> <p>Privacy</p> <p>Addiction</p>

		<p>including how to give first aid to themselves and others. Students will consider the safe choices they can make to set clear boundaries around aspects of life that they want to remain private.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• Violence against women and girls.</li> <li>• Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.).</li> <li>• Basic treatment for common injuries.</li> </ul>		<p>Inappropriate Content</p> <p>Civic Engagement</p> <p>Social Responsibility</p> <p>First Aid</p> <p>Values</p> <p>Personal Boundaries</p> <p>Audit</p> <p>Online Safety</p> <p>Emotional Safety</p> <p>Physical Safety</p>
8	1	<p><b>Unit title: Relationships</b></p> <p><b>Why this? Why now?</b></p> <p>Relationships are important in PSHE because they shape how we interact with others and understand ourselves. Learning about healthy relationships helps students build</p>	EOY assessment based of units 1 and 2	<p>Parents</p> <p>Family</p> <p>Culture</p> <p>Gender norms</p>

	trust, respect, and communication skills. It also teaches how to recognise unhealthy or unsafe relationships, manage conflict, and show empathy. Understanding relationships supports emotional wellbeing and helps create a positive, respectful school environment.	Conflict
		Respect
	Link to previous learning etc	Friendships
		Relationships
	The topic begins with an introduction to different types of relationships. It then develops into looking at healthy family and friendship behaviours and what these look like. Before moving onto romantic relationships and the different types of physical intimacy. Students then study boundaries and consent, touching on online intimacy and wellbeing. The topic is finished with an overview of the importance of contraception and the different types that are available.	Trust
		Equality
	This builds on the year 7 topic of Valuing Myself and Others which discusses safe family behaviour and relationships. This topic further links to the second topic in year 7 - Responsibilities and Values which sets the foundations for students understanding of different types of relationships. The final year 7 topic of making safe choices is also picked back up on where relationships online was taught.	Power relations
		Friendships
		Boundaries
		Sexting
	<b>Students will know/be able to:</b>	Consent
	<b>Lesson 1</b>	Sex
	<ul style="list-style-type: none"><li>Describe ways that parents/guardians and other family members support their children's decisions</li><li>Reflect on their own values and beliefs of what it means to be a good parent</li><li>Acknowledge that parents/guardians and family members influence their decisions</li><li>Discuss ways that culture and gender roles impact upon parenting</li><li>Reflect on how a family value guided a decision that they made</li><li>Identify the roles, rights and responsibilities of different family members and list ways that families can support gender equality through these</li></ul>	Decision making
	<b>Lesson 2</b>	Sexuality
	<ul style="list-style-type: none"><li>About different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li></ul>	Social norms
		Communication
		Being ready
		Faith

		<ul style="list-style-type: none"><li>• Assert that everyone should be able to decide whether or not and when to become a parent, including but not limited to people with disabilities, and people living with HIV</li><li>• About positive relationships in the home and ways to reduce homelessness amongst young people</li><li>• About conflict and its causes in different contexts, e.g. with family and friends</li><li>• Conflict resolution strategies</li><li>• How to access support services</li></ul>		
		<p>Lesson 3</p> <ul style="list-style-type: none"><li>• About the features of healthy and unhealthy relationships, including online</li><li>• How to maintain respectful relationships, including online</li><li>• Recognize that there are many ways to express friendship and love to another person</li><li>• Explore ways that inequality within relationships affects personal relationships (e.g. due to gender, age, economic status or differences in power)</li><li>• How to recognise and challenge media stereotypes of relationships</li></ul>		
		<p>Lesson 4</p> <ul style="list-style-type: none"><li>• How to assertively communicate and negotiate boundaries with friends and in other relationships, including online</li><li>• Skills and strategies to manage conflict</li><li>• About sources of support and how to access them</li><li>• How to manage difficulties and challenges in friendships</li><li>• How to assertively communicate values and beliefs in challenging situations</li><li>• About the law relating to consent and how to seek, give, and not give consent</li><li>• That the legal and moral duty is with the seeker of consent</li><li>• How to manage requests to share intimate images, including</li><li>• Where, when and how to report concerns</li><li>• About the risks of 'sexting' and how to manage requests or pressure to send an image</li><li>• How to distinguish between content which is publicly and privately shared</li></ul>		

		<ul style="list-style-type: none"> <li>Recognize the importance of knowing the laws, with respect to sharing or securing sexually explicit images</li> </ul> <p>Lesson 5</p> <ul style="list-style-type: none"> <li>How to evaluate expectations for romantic relationships</li> <li>Identify examples of how culture, religion and society affect our understanding of sexuality</li> <li>Identify cultural, religious or social beliefs and practices related to sexuality that have changed over time</li> <li>Understand that sexuality involves emotional and physical attraction to others</li> <li>Describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life</li> <li>Developing a clear sense of sexual boundaries</li> <li>Strategies to assess readiness for intimacy and manage pressure in relationships</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>About contraception and how to access advice and support in relation to sexual health</li> <li>About basic forms of contraception, e.g. condom and pill</li> <li>How to choose and access contraception</li> <li>Evaluate how different aspects of someone's identity could affect their access to contraception/sexual health services</li> <li>About the consequences of unintended pregnancy and how to access appropriate support</li> </ul>		
	2	<p><b>Unit title: Wellbeing</b></p> <p><b>Why this? Why Now?</b></p> <p>Wellbeing is important in PSHE because it supports students' mental, emotional, and physical health. Learning about wellbeing helps young people understand their feelings, build resilience, manage stress, and develop healthy habits. It encourages self-care and seeking help when needed, which leads to better focus, relationships, and overall happiness in and out of school.</p>	EOY assessment based of units 1 and 2	<p>Grooming</p> <p>Online safety</p> <p>Disinformation</p> <p>Media</p> <p>Self esteem</p>



		<p>Students reflect on prior learning in Year 7 on mental and emotional health and risky behaviour including online safety which was covered during topic 1 and 3. The wellbeing topic also reflects and builds on online safety covered during year 7 (Topic 2 and 3).</p> <p>Students further develop their understanding of risky behaviour (Topic 2) through learning about drugs, alcohol, smoking and vaping.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize children's rights that are outlined in national laws and international agreements (e.g. Universal Declaration of Human Rights and the Convention on the Rights of the Child)</li> <li>• Appreciate human rights and that human rights apply to everyone</li> <li>• Reflect on the rights that they enjoy in various communities, including online</li> <li>• Reflect on how this links to previous learning about contraception, FGM, consent and periods</li> <li>• Recognising signs and causes of low self-esteem and developing the skills of high self esteem</li> <li>• How to critically analyse different sources of information</li> <li>• How to assess the reliability of media sources and critique social</li> <li>• Media content</li> <li>• How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>• How to respond and seek support in cases of online grooming</li> <li>• How to recognise and manage the impact of the media and</li> <li>• Advertising on decision making, including online</li> <li>• About age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>• Recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender and how to challenge media stereotypes</li> <li>• Describe what sexually explicit media (pornography) and sexting are and analyze why sexually explicit media (pornography) is so common</li> </ul>		<p>Privacy</p> <p>Social media</p> <p>Peer pressure</p> <p>Discrimination</p> <p>Gender norms</p> <p>Online safety</p> <p>Pornography</p> <p>Sex</p> <p>Decision making</p> <p>Discrimination</p> <p>Body acceptance</p> <p>Beauty standards</p> <p>Health</p> <p>Bodies</p> <p>Media</p> <p>Social media</p> <p>Mental health</p> <p>Supporting others</p>
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		<ul style="list-style-type: none"> <li>• Explain that sexually explicit media often portrays men, women and sexual relations unrealistically</li> <li>• Perceive that sexually explicit media can be misleading through inaccurate portrayals about men, women and sexual relations and distinguish between fantasy and reality</li> <li>• Identify and demonstrate ways to talk to a trusted adult about sexually explicit media or sexting</li> <li>• Evaluating messages in the media about health including diet culture</li> <li>• That information online can be manipulated, misrepresented or fake</li> <li>• Explain that physical appearance is determined by heredity, environment, and health habits</li> <li>• Describe how the appearance of a person's body can affect how other people feel about and behave towards them, and compare how this differs for intersections of society and stereotypes associated with them e.g. race, gender, ability</li> <li>• About unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>• About healthy coping strategies</li> <li>• How to balance time online with other activities</li> <li>• About the link between physical and mental wellbeing</li> <li>• About the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• How to recognise and manage influences and make healthy, informed decisions about maintaining physical health</li> <li>• How to access appropriate support in relation to mental and physical health</li> <li>• About daily wellbeing</li> <li>• How to manage emotions</li> <li>• About the importance of positive mental health and emotional wellbeing and how to maintain these</li> <li>• About attitudes towards mental health and how to challenge myths and stigma</li> <li>• About the relationship between habit and dependence</li> <li>• How to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use</li> <li>• How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</li> <li>• About the laws relating to substances</li> <li>• Strategies to manage influence in relation to substances</li> <li>• How to recognise and promote positive social norms and attitudes</li> <li>• To evaluate attitudes and social norms in relation to substance use</li> </ul>		<p>Emotions</p> <p>Communications</p> <p>Self care</p> <p>Talking about your feelings</p>
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	3	<p><b>Unit title: Careers</b></p> <p><b>Why this? Why Now?</b></p> <p>Careers education is a vital component of PSHE because it helps students understand their strengths, interests, and the wide range of career options available to them. By exploring different professions and learning about the skills required, students can make informed decisions about their future education and career paths. This early exposure to career possibilities not only motivates students but also equips them with the knowledge and confidence to navigate their future choices effectively. Additionally, integrating careers education into PSHE fosters economic wellbeing and supports positive career choices, preparing students for the opportunities and challenges they will encounter in the adult world.</p> <p>Students will start to think about different jobs and potential career choices in the future. This supports the transition into year 9 where students will start to think about what GCSE options are right for them. This supports GCSE Options evening which takes place during the autumn term.</p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Jobs available</li> <li>• Jobs available in the local area</li> <li>• Local colleges/ apprenticeships/ further education available.</li> <li>• Skills/ GCSE's/ qualifications required to get onto a variety of courses.</li> </ul> <p><b>Students will be able to:</b></p> <p>Describe and explain different industries.</p> <p>Describe and explain different educational settings.</p> <p>Describe and explain skills and qualifications needed for their next steps after secondary education.</p>	No Assessment	<p>Career</p> <p>Wages</p> <p>Income</p> <p>Industry</p> <p>Sectors</p> <p>Skills</p> <p>Qualifications</p> <p>Apprenticeships</p> <p>College</p> <p>Sixth Form</p> <p>University</p> <p>Student Loans</p> <p>Grants</p>
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9	1	<p><b>Unit title: Transition</b></p> <p><b>Why this? Why now?</b></p> <p>Transition is a key aspect of PSHE education because it equips students with the skills and support needed to navigate significant changes in their lives, such as moving to a new school, changing classes, or experiencing personal growth. Understanding and managing transitions fosters resilience, emotional wellbeing, and adaptability, which are essential for personal development and academic success. By addressing these changes proactively, PSHE helps students build confidence, develop coping strategies, and maintain positive relationships, ensuring they feel supported and prepared for the challenges ahead.</p> <p>Students gain a greater understanding of coping strategies to deal with life changes and impacts on mental and emotional health. This revisits prior learning in year 7. We draw on ideas about the importance of supporting others as well dealing with grief and various types of loss. Students start to develop study skills including time management whilst making connections between study skills and mental health.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• To recognise new opportunities that change can bring</li> <li>• Skills to improve adaptability and resilience during periods of change or transition and strategies to manage change</li> <li>• Learning skills for key stage 4, e.g. organisation, time management and goal setting</li> <li>• About common mental health concerns, such as anxiety, depression and stress and how to respond to early warning signs of unhealthy coping strategies</li> <li>• Strategies for managing common mental health concerns, including stress management techniques</li> </ul>	EOY assessment based of units 1, 2, 3 and 4	<p>Mental health</p> <p>Change</p> <p>Time management</p> <p>Mental health</p> <p>Grief and loss</p> <p>Supporting others</p>
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	2	<p><b>Unit title: Identity</b></p> <p><b>Why this? Why now?</b></p> <p>Identity is a central focus in PSHE because it helps students understand who they are, what they value, and how they relate to others. This self-awareness is crucial during adolescence, a time of significant personal and social development. Exploring identity in PSHE encourages students to reflect on their personal characteristics, beliefs, and cultural backgrounds, fostering a sense of belonging and boosting self-esteem. It also promotes respect for diversity, as students learn to appreciate differences and challenge stereotypes. By understanding their own identity and the identities of others, students are better equipped to navigate relationships, make informed choices, and contribute positively to their communities.</p> <p>At this stage of year 9 students are starting to think about GCSE options and their future. The topic of identity feeds into the development of character and who students want to be/ beliefs about what makes a 'good' person. Students build on these ideas by studying how to be assertive about their beliefs whilst also keeping themselves safe. Students reflect on previous learning about values and being a successful member of their community by looking at marginalised members of our community. For example, challenging discrimination, toxic masculinity and homophobia.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• About group-think and persuasion and how it affects behaviour</li> <li>• How to develop self-worth and confidence</li> <li>• Develop an awareness of how their relationship to identity and self-worth is linked to possible manipulation or exploitation</li> <li>• How to assertively communicate values and beliefs in challenging situations</li> <li>• Strategies to manage pressure to join a gang and/or engage in substance use, anti-social behaviour or violent crime</li> <li>• About the legal and physical risks of carrying a knife</li> <li>• To evaluate attitudes and social norms in relation to substance use</li> </ul>	EOY assessment based of units 1, 2, 3 and 4	<p>Confidence</p> <p>Peer pressure and influence</p> <p>Values</p> <p>Knife crime</p> <p>Values</p> <p>Change</p> <p>Discrimination</p> <p>Allyship</p>
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		<ul style="list-style-type: none"> <li>Reflect on how their personal identity and core values have changed or evolved over time and explore reasons/influences on this</li> <li>Explore relationship between their identity with the words 'racism', 'masculinity', 'feminism', 'discrimination', 'homophobia', 'biphobia', 'transphobia', 'ally', 'bystander'</li> <li>Developing empathy towards those marginalised in society because of differences</li> </ul>		
	3	<p><b>Unit title: Community</b></p> <p><b>Why this? Why now?</b></p> <p>Community is a vital component of PSHE education because it helps students understand their roles and responsibilities within various groups, fostering a sense of belonging and mutual respect. By exploring topics such as diversity, inclusion, and social responsibility, students learn to appreciate differences and contribute positively to their communities. This understanding promotes empathy, reduces prejudice, and encourages active participation in societal issues, preparing students to become responsible and engaged citizens.</p> <p>Through studying different marginalised groups in our society students develop a sense of empathy. The topic starts with understanding the difference between discrimination and prejudice and continues by looking at different types of discrimination and the impacts on those affected. The topic then moves onto focusing on racism and student's role and responsibility in promoting a culture of anti-racism. The role of the by-stander is also studied. Students then make the link between sexism, toxic masculinity and sexual violence. This topic builds on the topic of Community that is taught in year 8.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>Acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against</li> <li>Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)</li> </ul>	EOY assessment based of units 1, 2, 3, and 4	Discrimination Diversity Extremism Radicalisation Harrassment GBV Sexual violence Rape culture Sexting Sexism

		<ul style="list-style-type: none"> <li>• Describe self-inflicted stigma and its consequences (e.g. silence, denial and secrecy)</li> <li>• How to manage conflicting views and misleading information</li> <li>• How to safely challenge discrimination, including online</li> <li>• How to recognise and respond to extremism and radicalisation</li> <li>• List examples of GBV (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online</li> <li>• Explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence</li> <li>• Explain that sexual abuse and GBV are crimes about power and dominance, not about one's inability to control one's sexual desire</li> <li>• How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>• Demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV</li> </ul>		
	4	<p><b>Unit title: Body Awareness</b></p> <p><b>Why this? Why now?</b></p> <p>Body awareness is a crucial aspect of PSHE education because it empowers students to understand and respect their own bodies and the bodies of others. This knowledge fosters self-esteem, promotes healthy relationships, and enhances personal safety.</p> <p>By learning about body awareness, students can identify appropriate and inappropriate physical contact, understand the concept of consent, and recognize their rights regarding personal space. This understanding is vital for preventing abuse and ensuring that individuals feel safe and respected in various environments. <a href="#">Twinkl</a></p> <p>Furthermore, body awareness education addresses the impact of media and societal pressures on body image. It encourages students to appreciate the diversity of body types and to develop a positive self-image, reducing the risk of mental health issues associated with negative body perceptions.</p>	EOY assessment based of units 1, 2, 3 and 4	Emotions Moods Sleep Knowing your body Social media Sexuality Media Social norms Gender norms Body acceptance

	<p>In summary, integrating body awareness into PSHE helps students build confidence, make informed decisions about their bodies, and cultivate respectful interactions with others, contributing to their overall well-being and personal development.</p> <p>This topic builds on the Body Awareness topic that is taught in Year 8. Students make links between their physical health and emotional health. Students will develop a deeper understanding of their emotions and how these can link to mood. Students will cultivate a positive relationship with their body and revisit previous Wellbeing lessons on the impacts of false advertising, photoshopped images and the use of AI on our own body image.</p> <p>Students then move onto looking at what physical attraction is and how this changes and evolves over time. Students again think about how the media and our behaviour online particularly viewing of pornography can impact our perceptions of gender norms, sexuality and romantic relationships.</p> <p>Students then study puberty and personal hygiene before moving onto period poverty which builds on previous teaching of periods and the menstrual cycle. This then leads onto the importance of consent and understanding readiness for sex. The topic concludes with a focus on STD's and STI's building on the Year 8 lesson on contraception.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• How sleep supports energy and mental health.</li> <li>• Strategies to observe moods and how they influence behaviour and connection with others.</li> <li>• Develop tools to connect to the body in order to develop a positive relationship with it to make healthy, informed decisions about maintaining physical health and therefore mental health.</li> <li>• How to access appropriate support in relation to mental and physical health</li> <li>• Describe differences in what people find attractive when it comes to physical appearance</li> </ul>	<p>Diversity</p> <p>Hygiene</p> <p>Change</p> <p>Puberty</p> <p>Peer pressure</p> <p>Social norms</p> <p>Hormones</p> <p>Periods</p> <p>Supporting others</p> <p>Inequality</p> <p>Being ready</p> <p>Sex</p> <p>Sexuality</p> <p>Social norms</p> <p>Diversity</p> <p>Mental health</p> <p>Consent</p>
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		<ul style="list-style-type: none"> <li>• Acknowledge that what people think is physically attractive changes over time and can vary between cultures</li> <li>• Developing knowledge of variation in body types and acquiring positive body image and self-esteem</li> <li>• Discuss the benefits of feeling good about their bodies</li> <li>• Identify and critique unrealistic images in the media concerning sexuality and sexual relationships</li> <li>• Examine the impact of these images on gender stereotyping</li> <li>• Acknowledge that media influences ideals of beauty and gender stereotypes</li> <li>• Appreciate the importance of personal hygiene</li> <li>• Distinguish between puberty and adolescence</li> <li>• Assess and categorise examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive)</li> <li>• Feel empowered by the knowledge of hormones affecting their brains and bodies during puberty</li> <li>• Reflect on relationship with changing body parts, hair and skin</li> <li>• Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time</li> <li>• Appreciate the importance of knowing your own body and tracking patterns and when to seek support if they change</li> <li>• Describe how to access, use and dispose of sanitary pads and other menstrual aids</li> <li>• Develop an appreciation of factors which might limit access to menstrual products and period poverty</li> <li>• Demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation</li> <li>• Understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times</li> <li>• Recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma</li> <li>• State that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life</li> <li>• Explain why not all people choose to act on their sexual feelings, fantasies and desires</li> <li>• How the portrayal of relationships in the media and pornography might affect expectations</li> <li>• State that interest in sex may change with age and can be expressed throughout life</li> </ul>		<p>Communication</p> <p>Law</p> <p>STIs</p> <p>Contraception</p> <p>Communication</p> <p>Health</p>
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		<ul style="list-style-type: none"> <li>• Appreciate the importance of respecting the different ways that people express sexuality across cultures and settings</li> <li>• Demonstrate ways to manage emotions related to sexual feelings, fantasies, and desires</li> <li>• About readiness for sexual activity, that sex should be pleasurable, the choice to delay sex, or enjoy intimacy without sex</li> <li>• How to recognise factors that might affect capacity to consent</li> <li>• About myths and misconceptions relating to consent</li> <li>• About the continuous right to withdraw consent and capacity to consent</li> <li>• About the legal and moral responsibilities in relation to seeking consent</li> <li>• How to recognise manipulation and coercion, how to seek and assertively give or not give consent</li> <li>• How to make informed decisions about sexual health and access reliable advice and support</li> <li>• About sexually transmitted infections and how to reduce chances of transmission</li> <li>• About STIs, effective use of condoms and negotiating safer sex</li> <li>• Conclude that discrimination against people on the basis of their HIV status is illegal</li> <li>• Recognize that some people have been living with HIV since birth and can expect to live full, healthy and productive lives with treatment and support</li> <li>• Describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus</li> <li>• Describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed</li> </ul>		
	5	<p><b>Unit title: Independence</b></p> <p><b>Why this? Why now?</b></p> <p>Independence is a fundamental aspect of PSHE education because it empowers students to take responsibility for their own learning, decisions, and actions. By fostering independence, PSHE helps students develop confidence, resilience, and critical thinking skills, enabling them to navigate challenges and make informed choices. This autonomy is crucial for personal development and prepares students for future responsibilities in both education and adulthood</p>	There is no formal assessment for this unit	<p>Safety</p> <p>Drugs</p> <p>Online safety</p> <p>Time management</p> <p>Diet</p>

	<p>In this topic links are made to the year 9 transition unit and the wellbeing topic where drugs and alcohol are taught. The independence topic is taught at the end of the year before students have the summer holiday and may encounter challenging decisions in social situations.</p> <p>The topic starts with looking at decision making during real life risky situations as well online. For example, online scams and gambling. This topic also sign posts students where to get help and support inside and outside school. The topic then moves onto making healthy decisions about sleep, diet and exercise. Before concluding with decision making regarding peer pressure.</p> <p><b>Students will know/ be able to:</b></p> <ul style="list-style-type: none"> <li>• Exit strategies in risky or dangerous situations and how to access support</li> <li>• The risks and consequences of substance misuse</li> <li>• To identify common forms of fraud and online scams</li> <li>• How to assess and manage risks in relation to gambling and chance-based transactions</li> <li>• How to identify and access support for concerns relating to life online</li> <li>• To revisit and further develop first aid and life-saving skills</li> <li>• About balancing work, leisure, exercise and sleep</li> <li>• How to make informed healthy eating choices</li> <li>• About health prevention measures and cancer awareness</li> <li>• To take increased responsibility for physical health and the importance of self-examination, especially for early detection of testicular cancer</li> <li>• How to distinguish between healthy and unhealthy friendships</li> <li>• Compare how friends can influence one another positively and negatively</li> <li>• How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• Explain how poverty, gender inequality and violence can all influence decision-making</li> <li>• Understand that there are many factors that influence people's decisions about behaviour, some of which are out of their control</li> </ul>		<p>Exercise</p> <p>Knowing your body</p> <p>Sleep</p> <p>Health</p> <p>Friendships</p> <p>Communication</p> <p>Peer influence</p> <p>Diversity</p> <p>Decision making</p>
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10	1	<p><b>Unit Title: Relationships</b></p> <p><b>Why this? Why now?</b></p> <p>Relationships are a fundamental component of PSHE education because they shape how students interact with others and understand themselves. By learning about healthy relationships, students develop essential skills such as empathy, communication, and conflict resolution. This knowledge enables them to build trust, respect, and positive connections with peers, family, and teachers. Understanding relationships also helps students recognize and address unhealthy or unsafe interactions, promoting emotional wellbeing and personal safety. Furthermore, exploring diverse relationship dynamics fosters inclusivity and respect for differences, contributing to a supportive and cohesive school community.</p> <p><b>Students will be know/ able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• List key features of long-term commitments, marriage and parenting</li> <li>• Describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting</li> <li>• Express their views and make informed decisions on long-term commitments, marriage and parenting</li> <li>• Acknowledge that all people should be able to decide if, when and whom to marry</li> <li>• About the unacceptability of forced marriage and how to safely seek help</li> <li>• Describe social and health consequences of CEFM and unintended parenting</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Acknowledge that some of their values may be different from their parents/guardians</li> <li>• Apply strategies for resolving conflict and misunderstandings with parents/guardians</li> <li>• Identify characteristics of a healthy functioning family</li> <li>• Assess their contributions toward healthy family functioning</li> </ul> <p><b>Lesson 3</b></p>		<p>Marriage</p> <p>Parenthood</p> <p>Forced marriage</p> <p>Values</p> <p>Parents</p> <p>Conflict</p> <p>Romantic relationships</p> <p>Communication</p> <p>Break ups</p> <p>Jealousy</p> <p>Manipulation</p> <p>Coercion</p> <p>Supporting others</p> <p>Contraception</p> <p>Consent</p> <p>Virginity</p> <p>STIs</p>
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		<ul style="list-style-type: none"> <li>Plan for how to prevent unintended pregnancy in the future</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>How to respond to harassment, including online, and violence; where to seek help</li> <li>How to identify the signs of abusive relationships, and where and how to access support and report concerns, including online</li> <li>Acknowledge that stigma, shame, self-worth, culture, religion etc might prevent someone involved in an abusive relationship talking about it, whether they are receiving or exhibiting these behaviours</li> <li>Explore how they can dismantle this shame in order to have honest conversations about changing behaviour</li> <li>Describe risks associated with transactional sexual activity</li> <li>Recognize that intimate relationships involving transactions of money or goods increase unequal dynamics</li> <li>Demonstrate assertive communication and refusal skills for declining transactional sexual activity</li> </ul>		
	2	<p><b>Unit Title: Wellbeing</b></p> <p><b>Why this? Why now?</b></p> <p>Wellbeing is important in PSHE (Personal, Social, Health and Economic education) because it is central to helping students lead happy, healthy, and fulfilling lives. Learning about wellbeing helps young people understand their feelings, build resilience, manage stress, and develop healthy habits. It encourages self-care and seeking help when needed, which leads to better focus, relationships, and overall happiness in and out of school.</p> <p><b>Students will know/ be able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Analyse local and/or national laws and policies concerning CEFM, FGM/C, non-consensual surgical interventions on intersex children, forced sterilization, age of</li> </ul>		<p>Consent</p> <p>Law</p> <p>Violence</p> <p>Victim blaming</p> <p>Reproductive rights</p> <p>Online safety</p> <p>Discrimination</p> <p>Human rights</p> <p>Gangs</p>

		<p>consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people's access to sexual and reproductive health services and reproductive rights</p> <ul style="list-style-type: none"> <li>• Advocate for local and/or national laws that support human rights</li> <li>• To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• Developing knowledge of the definition and potential examples of rape culture</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>• Evaluate how these rights affect the online world</li> <li>• Evaluate and manage the opportunities and risks of establishing and conducting relationships online</li> <li>• How to behave legally, ethically and responsibly online, including in online aspects of relationships</li> <li>• Strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010), including online</li> </ul> <p>Lesson 3</p> <ul style="list-style-type: none"> <li>• About positive and negative role models</li> <li>• How to evaluate the influence of role models and become a positive role model for peers</li> <li>• About the media's impact on perceptions of gang culture</li> <li>• How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> <li>• Exit strategies for pressurised or dangerous situations</li> </ul> <p>Lesson 4</p> <ul style="list-style-type: none"> <li>• How personal data is generated, collected and shared and may be used with the aim of influencing decisions</li> <li>• How to recognise when social media disproportionately features inaccurate information or extreme viewpoints; how to evaluate the potential impact of this</li> <li>• About extremism, how to reduce the risks and where to seek help</li> <li>• How to recognise and respond to extremism and radicalisation</li> </ul> <p>Lesson 5</p>		<p>Peer pressure</p> <p>County lines drug trafficking</p> <p>Violence</p> <p>Role models</p> <p>Safety</p> <p>Extremism</p> <p>Radicalisation</p> <p>Disinformation</p> <p>Online safety</p> <p>Friendships</p> <p>Supporting others</p> <p>Media</p> <p>Mental health</p> <p>Friendships</p> <p>Gender norms</p> <p>Supporting others</p> <p>Representation</p>
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		<ul style="list-style-type: none"> <li>• How to have a conversation about mental health, access support and treatment</li> <li>• About the portrayal of mental health in the media</li> <li>• How to challenge stigma, stereotypes and misinformation strategies for overcoming challenges or adversity</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• About the signs of emotional or mental ill-health</li> <li>• How to reframe negative thinking</li> <li>• Strategies to promote mental health and emotional wellbeing including gratitude</li> </ul>		Positivity Emotions Mental health Introvert/extrovert Diversity Supporting others Friendships Supporting others Addiction Family Drugs and alcohol Mental health
11	1	<p><b>Unit Title: Transition</b></p> <p><b>Why this? Why now?</b></p> <p>Transition is a vital component of PSHE education because it equips students with the emotional and practical tools needed to navigate significant changes in their lives, such as moving to a new school or year group. Understanding and managing transitions fosters resilience, self-confidence, and adaptability, which are essential for personal development and academic success. By addressing these changes proactively, PSHE helps students build coping strategies, develop a positive mindset, and maintain a sense of continuity and security during periods of uncertainty. This support is crucial</p>		Success and failure Celebrating successes Self worth Adulthood



		<p>for ensuring that students feel prepared and supported as they progress through different stages of their education.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>About the challenges and opportunities transition to adulthood brings</li> <li>how to build self-worth by reflecting on and celebrating successes and reframing setbacks or perceived failures</li> </ul>		
	2	<p><b>Unit Title: Identity</b></p> <p><b>Why this? Why now?</b></p> <p>Identity is a fundamental aspect of PSHE education because it helps students understand who they are, what they value, and how they relate to others. This self-awareness is crucial during adolescence, a time of significant personal and social development. Exploring identity in PSHE encourages students to reflect on their personal characteristics, beliefs, and cultural backgrounds, fostering a sense of belonging and boosting self-esteem. It also promotes respect for diversity, as students learn to appreciate differences and challenge stereotypes. By understanding their own identity and the identities of others, students are better equipped to navigate relationships, make informed choices, and contribute positively to their communities.</p> <p><b>Students will know/ be able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Reflect on the influence of personal belief system, culture, values and ethnicity on mental health</li> <li>How personal values influence decisions and behaviour in all aspects of life</li> <li>About core values and emotions and how to have conversations about them</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>Deeper understanding of gender identity, gender expression and sexual orientation</li> </ul>		<p>Talking about feelings</p> <p>Mental health</p> <p>Values</p> <p>Family</p> <p>Gender identity</p> <p>Sexuality</p> <p>Bias</p> <p>Gender norms</p>

		<ul style="list-style-type: none"> <li>Identify how societal norms shape identity, desires, practices and behaviour</li> <li>Recognize that beliefs about gender norms are created by societies</li> <li>Acknowledge that gender roles and expectations can be changed</li> <li>Demonstrate ways to treat people without bias</li> </ul>		
	3	<p><b>Unit Title: Community</b></p> <p><b>Why this? Why now?</b></p> <p>Community is a vital component of PSHE education because it helps students understand their roles and responsibilities within various groups, fostering a sense of belonging and mutual respect. By exploring topics such as diversity, inclusion, and social responsibility, students learn to appreciate differences and contribute positively to their communities. This understanding promotes empathy, reduces prejudice, and encourages active participation in societal issues, preparing students to become responsible and engaged citizens. Additionally, engaging in community activities can enhance students' emotional well-being and self-esteem, as they experience the positive impact of their contributions.</p> <p><b>Students will know/ be able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Analyse how stigma and discrimination impact negatively upon individuals, communities and societies</li> <li>Summarize existing laws against stigma and discrimination</li> <li>Acknowledge that it is important to challenge discrimination against those perceived to be 'different'</li> <li>Express support for someone being excluded</li> <li>Advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Analyse the impact of different norms and stereotypes of protected characteristics, on romantic relationships (including norms relating to masculinity and femininity)</li> </ul>		<p>Discrimination</p> <p>Diversity</p> <p>Social norms</p> <p>Gender norms</p> <p>Equality</p> <p>Relationships</p> <p>Family</p>

		<ul style="list-style-type: none"> <li>• Illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes</li> <li>• Question roles, stereotypes and power within relationships and how these exhibit themselves within their own communities</li> </ul>		
	4	<p><b>Unit Title: Body Awareness</b></p> <p><b>Why this? Why now?</b></p> <p>Body awareness is a crucial aspect of PSHE education, as it lays the foundation for understanding personal boundaries, self-esteem, and respectful relationships. At this age, students undergo significant physical and emotional changes, making it essential to cultivate a positive body image and recognize the importance of consent. By fostering body awareness, PSHE education empowers students to make informed decisions about their health, well-being, and interactions with others, promoting a safe and supportive school environment and lifestyle.</p> <p><b>Students will know/ be able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• How to develop self-efficacy, including motivation, perseverance and resilience</li> <li>• How to maintain a healthy self-concept</li> <li>• About the nature, causes and effects of stress</li> <li>• Stress management strategies, including maintaining healthy sleep habits</li> <li>• About positive and safe ways to create content online and the opportunities this offers</li> <li>• How to balance time online and FOMO</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body appearance</li> <li>• Acknowledge that sexually explicit media can reinforce harmful gender and racial stereotypes and can normalize violent or non-consensual behaviour</li> </ul>		<p>Stress</p> <p>Motivation</p> <p>Failure</p> <p>Body acceptance</p> <p>Pornography</p> <p>Sexuality</p> <p>Pleasure</p> <p>Media</p> <p>Stereotypes</p> <p>Beauty standards</p> <p>Health</p> <p>Social norms</p> <p>Eating disorders</p> <p>Parenthood</p> <p>Gender norms</p> <p>Pregnancy</p>

		<ul style="list-style-type: none"> <li>Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour</li> </ul>		Fertility
				Pleasure
		<p>Lesson 3</p> <ul style="list-style-type: none"> <li>Analyse common things that people do to try and change their appearance (e.g. using diet pills, steroids, bleaching cream) and evaluate the dangers of those practices</li> <li>Critically assess gendered, racialised, age and ability standards of beauty that can drive people to want to change their appearance</li> <li>Explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image</li> <li>Perceive that using drugs to change your body image can be harmful</li> <li>Demonstrate how to access services that support people struggling with their body image</li> </ul>		Knowing your body
		<p>Lesson 4</p> <ul style="list-style-type: none"> <li>About responsibilities of parents</li> <li>Compare the different ways that adults can become parents (e.g. intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting)</li> <li>How to identify and evaluate parenting skills and assess readiness for parenthood</li> <li>To recognise that fertility changes over time and evaluate the implications of this</li> <li>To evaluate beliefs, influences and circumstances that inform decisions in relation to pregnancy</li> <li>How to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>Strategies to manage grief and loss, including bereavement and how to access support for self or others</li> <li>How to show compassion and empathy for others who are experiencing challenging situations</li> </ul>		Sex
		<p>Lesson 5</p> <ul style="list-style-type: none"> <li>Summarize key elements of sexual pleasure and responsibility</li> <li>Recall that many people have periods in their lives without sexual contact with others</li> </ul>		Sexuality
				Violence
				Gender norms
				Consent
				STIs
				Communication
				Law

		<ul style="list-style-type: none"> <li>• Justify why good communication can enhance a sexual relationship</li> <li>• Reflect on how gender, racial, cultural norms and stereotypes influence people's expectations and experience of sexual pleasure</li> <li>• Recognize that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help</li> <li>• Acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV</li> <li>• Be able to communicate sexual needs and limits</li> </ul> <p>Lesson 6</p> <ul style="list-style-type: none"> <li>• Analyse the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent</li> <li>• Compare and contrast how men's and women's bodies are treated differently and the double standards of sexual behaviour that can affect consensual sexual behaviour</li> <li>• Think critically about how these standards affect LGBTQIA+ sex and relationships</li> <li>• Recognize that consensual sexual behaviour is an important part of a healthy sexual relationship</li> <li>• Demonstrate ways to communicate giving and refusing consent and to recognize consent or lack of consent</li> <li>• About 'honour based' violence and forced marriage and how to safely access support</li> </ul> <p>Lesson 7</p> <ul style="list-style-type: none"> <li>• Describe the different ways that people acquire STIs, including HIV (i.e. through sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments)</li> <li>• Explain that if one is sexually active, there are specific ways to reduce the risk of acquiring or transmitting HIV and other STIs including: consistently and correctly using condoms; avoiding penetrative sex; practising 'mutual monogamy'; reducing the number of sexual partners; avoiding concurrent partnerships; and getting tested and treated for STIs</li> <li>• Explain that in certain settings where there are high levels of HIV and other STIs, age-disparate/intergenerational relationships can increase vulnerability to HIV</li> <li>• Demonstrate skills in negotiating safer sex and refusing unsafe sexual practices</li> </ul>		
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		<ul style="list-style-type: none"> <li>Demonstrate the steps for correct condom use</li> </ul>		
		<p><b>Unit Title: Becoming independent</b>  <b>Personal safety and first aid</b></p> <p><b>Why this? Why now?</b></p> <p><b>Students will know/ be able to:</b></p> <p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)</li> <li>Emergency first aid skills</li> <li>How to assess emergency and non-emergency situations and contact appropriate services</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>About the links between lifestyle and some cancers</li> <li>About the importance of screening and how to perform self examination</li> <li>About vaccinations and immunisations</li> <li>About registering with and accessing doctors, sexual health clinics, opticians and other health services</li> <li>How to manage influences and risks relating to cosmetic and aesthetic body alterations</li> <li>About blood, organ and stem cell donation</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Reflect on what influence they can have on younger students and in their communities</li> <li>Evaluate which messages from Life Lessons they feel should be shared most</li> <li>Be able to share these lessons within their community</li> </ul>		<p>Safety</p> <p>Emergencies</p> <p>Fire</p> <p>Traffic</p> <p>Health</p> <p>Cosmetic surgery</p> <p>Beauty standards</p> <p>Health prevention</p> <p>Body acceptance</p> <p>Organ donation</p> <p>Peer influence</p> <p>Sexuality</p> <p>Health</p> <p>Role models</p>

