

**Personal Development Lessons (PSHE, RSHE, CEIAG, Citizenship)- Curriculum Overview**

The intent of our Personal Development curriculum is to nurture happy, healthy young people who have the knowledge, academic achievement, and strength of character to thrive and flourish within an ever-changing society. PD aims to prepare our young people for their next steps in education or employment with a lifelong thirst for learning. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety, and emotional wellbeing throughout their journey with us.

Personal Development encompasses the Academy's core values and British values woven throughout each unit. Our Academy values are developed from our belief that every student should be provided with the knowledge and skills to become the best version of themselves. Our values integrated within our Personal Development curriculum are centred around respect and integrity for oneself and others.

Our Personal Development curriculum is sequenced to begin with RSE, health and well-being, citizenship and careers. The rationale for this order is to educate on topics linked to national rising concerns, and our proactive measures to prevent, due to our vigilance in adopting an attitude of 'it could happen here'. The second influence for this order is our Academy trends: Pastoral and KCSIE topics of priority.

Due to the structure of our lessons, this content will be recalled more times over the year and therefore students are exposed to more opportunities to know more and remember more with the RSHE Education. Over the course of our Personal Development curriculum, knowledge is recalled and built upon within all statutory areas including, relationships and sex education (RSE) and health education as well as the National curriculum in England: citizenship programmes of study for key stages 3 and 4.

All topics within statutory guidance are mapped across our Academy Faculty Subject areas where topics are further reinforced and applied across a variety of contexts.

Our curriculum delivery is implemented using DFE guidance, The Association for PSHE and agencies such as NSPCC, MindED etc.

Year to year knowledge is recalled on a spiral, for example, Year 7 relationships will introduce students to different types of relationships and how to be safe. Content areas are recalled in relationships in Year 8 where they will build upon this and will learn about respectful relationships as well as intimate and sexual relationships. This format is continued through to Year 11 where the appropriate knowledge is built upon.

**Assessment:**

Assessments are integrated throughout our curriculum across all year groups. Assessments cover the content delivered within the lessons and are closely linked to each module which is taught. They will provide opportunities to check student understanding of the knowledge as well as application to real life scenarios.

	Term 1	Term 2	Term 3
Year 7	<p><b><u>Relationships (RSE)</u></b></p> <p><i>Relationships and RSE in Year 7 allows students to understand the importance of building effective, nurturing relationships of all kinds. It will also cover the importance of safe relationships and enable students with the skills to build these</i></p>	<p><b><u>Health and Well-being:</u></b></p> <p><i>Students will be able to recognise the importance of making choices in which benefit their mental and physical health. Students will also be able to recognise and understand puberty, menstruation and the changes involved.</i></p> <p><b><u>Internet Safety and Harms:</u></b></p>	<p><b><u>Citizenship and Careers:</u></b></p> <p><i>Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. This will also enable students with</i></p>

<p><i>effectively, as well as recognising boundaries and how to disclose concerns.</i></p> <p><b><u>Families:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul> <p><b><u>Relationships:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• to determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> </ul>	<p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing 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.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> <p><b><u>Mental Wellbeing:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<p><i>knowledge and skills needed for various forms of employment.</i></p> <p><b><u>Citizenship:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the development of the political system of democratic government in the United Kingdom.</li> <li>• the roles of citizens, Parliament, and the monarch.</li> <li>• the operation of Parliament, including voting and elections, and the role of political parties</li> <li>• The four British values: <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Respect and Tolerance</li> </ul> </li> <li>• how to develop skills to research and interrogate evidence, debate, and evaluate viewpoints, present reasoned arguments and take informed action.</li> </ul> <p><b><u>Careers:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of careers education and guidance; how it supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.</li> <li>• the broad range of sectors, industries, and types of careers available to them.</li> <li>• what a business is, employers, employees and the range of stakeholders involved in the workplace.</li> </ul>
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<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers, and adults.</li> </ul> <p><b><u>Being Safe:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• where to get advice from e.g., family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b><u>Healthy Eating:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><b><u>Physical Health and Fitness:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b><u>Health Prevention:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• the core purpose of a business including key functions such as: operation, finance, marketing.</li> <li>• an example of a local business in the Northeast including information about its purpose, functions, employees etc.</li> <li>• career-related skills that can be developed in preparation for a fulfilling career in business including Aiming High, creativity, leadership, listening, problem solving, speaking, staying positive and teamwork. Students will focus and develop team-working skills in a scenario.</li> <li>• the importance of equality and diversity in the workplace, including the importance of challenging stereotypes and gender discrimination.</li> </ul>
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Year 8	<p><b><u>Relationships (RSE):</u></b></p> <p><b><u>Families:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• what marriage and civil partnerships are, including their legal status e.g., that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> <li>• how to: determine whether peers, adults or sources of information are trustworthy, judge</li> </ul>	<p><b><u>Health and Well-being:</u></b></p> <p><b><u>Mental Wellbeing:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> </ul> <p><b><u>Physical Health and Fitness:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> </ul> <p><b><u>Healthy Eating:</u></b></p> <p><i>Students learn:</i></p>	<p><b><u>Citizenship and Careers:</u></b></p> <p><b><u>Citizenship</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the precious liberties enjoyed by the citizens of the United Kingdom</li> <li>• the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> <li>• the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> <li>• the functions and uses of money.             <ul style="list-style-type: none"> <li>• the importance and practice of budgeting, and managing risk. Students should apply their knowledge to a specific business case-study</li> </ul> </li> </ul>

<p>when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b><u>Respectful Relationships, including friendships:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• the law on consent, including age.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• to understand the law with regards to violence against women and girls.</li> <li>• to understand what is meant by radicalization and the law.</li> </ul> <p><b><u>Intimate and sexual relationships including sexual health:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> <p><b><u>Drugs Alcohol and tobacco:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including smoking, alcohol use and drug-taking. Understand the link to serious mental health conditions.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> <li>• the law with regards to substance misuse</li> <li>• the law linked to criminal exploitation through gang involvement and county lines drug operations.</li> </ul> <p><b><u>Health and Prevention:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul> <p><b><u>Basic First Aid:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> </ul> <p><b><u>Changes in adolescent body:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body.</li> </ul>	<p>Students should have the opportunity to:</p> <ul style="list-style-type: none"> <li>• present reasoned arguments and take informed action with regards to personal finance issues.</li> </ul> <p><b><u>Careers:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of careers education and guidance; how learning about different career areas can develop knowledge for later life- including careers students may not be interested in pursuing themselves.</li> <li>• the difference between jobs in the private and public sector with specific examples linked to qualifications, pay etc.</li> <li>• the broad range of careers and jobs available in the energy and environment sectors.</li> <li>• climate change and sustainability are changing the energy and environment sector</li> <li>• the role(s) of the Environment Agency and the range of jobs available in this specific sector.</li> <li>• career-related skills that can be developed in preparation for a fulfilling career in business including Aiming High, creativity, leadership, listening, problem solving, speaking, staying positive and team work. Students will focus and develop problem-solving in a scenario.</li> <li>• the importance of equality and diversity in the workplace, including what a workplace in the environment/ energy sector has done to promote this.</li> </ul>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• what an LGBT+ relationship is and recognise the laws to protect individuals.</li> </ul> <p><b><u>Online and the media:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</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 law for online behaviours including image and information sharing including 'sexting' and nudes.</li> </ul> <p><b><u>Being Safe:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, grooming, coercion, harassment, rape, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>	<ul style="list-style-type: none"> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	
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<p>Year 9</p>	<p><b>Relationships (RSE)</b>  <u>Respectful relationships, including friendships:</u></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> </ul> <p><b>Online and the media:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</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 specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• how information and data is generated, collected, shared and used online.</li> <li>• the law on online behaviours including image and information sharing (including image and information sharing and sexting).</li> <li>• the law on pornography.</li> </ul> <p><b>Being Safe:</b></p> <p><i>Students learn:</i></p>	<p><b>Health and Well-being:</b></p> <p><b>Mental Wellbeing:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• common types of mental ill health (e.g. anxiety, depression and eating disorders).</li> <li>• they will identify positive and negative coping strategies.</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</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> </ul> <p><b>Physical Health and Fitness:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Drugs Alcohol and Tobacco :</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul> <p><b>Health and Prevention:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>	<p><b>Citizenship and Careers:</b></p> <p><b>Citizenship:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</li> <li>• the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.</li> <li>• other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom Citizenship.</li> </ul> <p><b>Careers:</b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of careers education and guidance; how it supports them to acquire the self-development and career management skills they need to achieve positive employment destinations.</li> <li>• the broad range of jobs, functions and skills required to work in the NHS and wider health sector.</li> <li>• career-related skills that can be developed in preparation for a fulfilling career in business including: Aiming High, creativity, leadership, listening, problem solving, speaking, staying positive and team work. Students will focus and</li> </ul>
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<ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, and domestic abuse and how these can affect current and future relationships.</li> </ul> <p><b><u>Intimate and sexual relationships including sexual health:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• the law on abortion.</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.             <ul style="list-style-type: none"> <li>• how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> </ul> </li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>	<p><b><u>Basic first aid:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p>develop speaking and listening skills in a scenario linked to the NHS.</p>
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	<ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		
Year 10	<p><b><u>Relationships (RSE):</u></b></p> <p><b><u>Respectful relationships, including friendships:</u></b></p> <p><i>Students learn:</i></p> <p><b><u>Peer on peer:</u></b></p> <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) and that everyone is unique and equal.</li> </ul> <p><b><u>Online and the Media:</u></b></p> <ul style="list-style-type: none"> <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 specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> </ul> <p><b><u>Respectful, relationships including friendships:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>	<p><b><u>Health and Well-being:</u></b></p> <p><b><u>Mental Wellbeing:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• in further detail about types of mental ill health (e.g. anxiety and depression).</li> <li>• strategies to support others with their mental health.</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> </ul> <p><b><u>Drugs, alcohol and tobacco:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• an awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul> <p><b><u>Health and Prevention:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.</li> </ul>	<p><b><u>Citizenship and Careers:</u></b></p> <p><b><u>Citizenship</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• local, regional, and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.</li> <li>• human rights and international law</li> <li>• the legal system in the UK, different sources of law and how the law helps society deal with complex problems.</li> <li>• diverse national, regional, religious, and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</li> </ul> <p><b><u>Careers</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of work visits and work experience; how it supports them to acquire the self-development and career management skills they need to achieve positive employment destinations.</li> <li>• strategies to support a successful work experience visit- including skills to develop problem-solving, listening and effective teamwork. An example will be provided linked to a STEM subject so that students develop a clear understanding of careers linked to STEM.</li> <li>• the role, workplace and other key information connected to the sector they will be exploring in depth as part of their work experience.</li> <li>• career-related skills that can be developed in preparation for a fulfilling career in business including Aiming High, creativity, leadership,</li> </ul>

<p><b><u>Being Safe:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul> <p><b><u>Intimate and sexual relationships, including sexual health:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that they have a choice to delay sex or to enjoy intimacy without sex. <ul style="list-style-type: none"> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> </ul> </li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. <ul style="list-style-type: none"> <li>• how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul> </li> </ul>		<p>listening, problem solving, speaking, staying positive and team work. Students will focus and develop speaking skills in preparation for their mock interview.</p> <p><b><u>Study Skills:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• effective revision techniques (eg. retrieval, mind maps.)</li> <li>• strategies to support memory retention.</li> <li>• effective study skills. (eg. revision timetable, chunking etc.)</li> <li>• strategies to manage time effectively.</li> </ul>
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<p><b>Year 11</b></p>	<p><b><u>Relationships (RSE)</u></b></p> <p><i>Students learn:</i></p> <p><b><u>Respectful relationships including friendships:</u></b></p> <ul style="list-style-type: none"> <li>• and revisit the legal rights and responsibilities regarding equality (particularly with reference to gender identity and sexual orientation as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> <p><b><u>Online and the Media:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul> <p><b><u>Intimate and sexual relationships including sexual health:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• by revisiting the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping in the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ul>	<p><b><u>Health and Well-being:</u></b></p> <p><b><u>Internet Safety and Harms:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt.</li> <li>• about eating disorders, bulimia, and extreme weight loss.</li> </ul>	<p><b><u>Citizenship and Careers:</u></b></p> <p><b><u>Citizenship</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</li> <li>• income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</li> </ul> <p><b><u>Careers</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"> <li>• the importance of careers education and guidance; how it supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. Students should develop a clear knowledge of all options available to them including A-levels, T-levels and other Level 1 / 2 qualifications. Students should understand the importance of aiming high and being aspirational in their next steps.</li> <li>• laws including Youth employment and the minimum wage when students make the decision to take a form of employment/ part-time employment post 16.</li> <li>• students should learn about what an application form and a CV are. They should also be able to recognise the key features of each. They should have the opportunity to practise completing an application form.</li> <li>• students should have a clear plan for their next steps.</li> </ul>
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	<ul style="list-style-type: none"><li>• how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul>		<p><b><u>Study Skills:</u></b></p> <p><i>Students learn:</i></p> <ul style="list-style-type: none"><li>• how to revise effectively for upcoming GCSE exams with opportunities to revise using the strategies taught including retrieval, self-quizzing, flashcards etc.</li></ul>
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