Personal, Social, and Citizenship Education and Relationships, Health, and Sex Education Policy

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1. Statement of intent

Wider Ambition believes that a strong PSCE education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSCE curriculum is strongly tied to our RHSE, relationships, health education and pastoral care programme.

The vision for students, staff and others linked to Wider Ambition is to always look to achieve our personal best in every aspect of school life.

- Everyone at Wider Ambition is encouraged and supported to achieve their personal best.
- Wider Ambition is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all students, irrespective of gender, culture, ability, or aptitude, will be promoted through an inclusive and varied PSHE curriculum at Wider Ambition.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity, and enthusiasm.

- Parents will be informed about the policy via the Wider Ambition website, where it, and the PSHE curriculum, will be available to read and download.

2. About our policies

2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.

2.2. Our policies are inter-related and are intended to be read, understood and used collectively.

2.3. All staff and governors are expected to be familiar with and abide by our policies

2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.

2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.

2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.

2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.

2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.

2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.

2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.

2.11.   The Senior Leadership Team (SLT) includes the Proprietor, Pastoral Lead, Headteacher(s), Deputy Head(s), Quality of Education and Professional Development Lead, Leadership Assistants and any member of staff to whom responsibility is temporarily delegated by the Proprietor or Head(s).

2.12.   All references to parents within our policies should be interpreted to include parent carers. For older students, the extent to which parents are involved in the student's provision is decided in accordance with statutory requirements and the student's own preferences.

3.   Aims of the PSHE curriculum

Wider Ambition will ensure that students:

3.1.   Understand what constitutes a healthy lifestyle.

3.2.   Understand how to behave and stay safe online.

3.3.   Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

3.4.   Understand the law and consequences of risky behaviours.

3.5.   Develop responsibility and independence within school which they will take forward into society in their working lives.

3.6.   Respect other people. In particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in the Wider Ambition community and the wider world.

3.7.   Understand what constitutes 'socially acceptable' behaviour at school and in society.

3.8.   Be a constructive member of society.

3.9.   Understand democracy.

3.10.   Develop good relationships with peers and adults.

3.11.   Develop self-confidence, self-esteem, and self-worth.

3.12.   Make positive, informed choices as they make their way through life.

3.13.   Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

4.   Programmes of study

4.1.   For the purpose of this policy, "relationships education" is defined as teaching students about developing healthy, nurturing relationships of all kinds.

4.2.   For the purpose of this policy, "relationships and sex education" is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

4.3.   For the purpose of this policy, "health education" is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

4.4.   Wider Ambition will deliver relationships and health education as part of its timetabled PSHE programme in Key Stage 2, and relationships, sex, and health education as part of its timetabled PSHE curriculum in Key Stage 4.

4.5.   The topics covered in the PSHE programmes of study are outlined in appendix 1 (KS2) and appendix 2 (KS3 and KS4)

4.6.   The Wider Ambition PSHE curriculum has been developed in line with relevant DfE guidance and informed by topical issues in the school and wider community, in consultation with teaching staff, therapists, students, and students' parents.

4.7.   The majority of the PSHE curriculum is embedded into curriculum subjects and social activities at Wider Ambition.

4.8.   The curriculum will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

4.9.   The curriculum will proactively address issues in a timely way in line with current evidence on students' physical, emotional, and sexual development.

4.10.   The school will integrate LGBTQ+ content into the curriculum – this content will be taught as part of the overall curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate, and factual way that allows students to explore the features of stable and healthy same-sex relationships.

4.11.   Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

4.12.   The curriculum will be designed to focus on boys and girls equally and activities will be planned to ensure both are actively involved, matching their different learning styles.

5.   Delivery of the Curriculum

5.1.   Teaching is student-led with an emphasis on active learning techniques such as group discussion.

5.2.   Through effective organisation and delivery of the content, Wider Ambition ensures that:
   5.2.1. Core knowledge is sectioned into units of a manageable size.
   5.2.2. The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
   5.2.3. Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

5.3.   Where appropriate, 'ice-breaker' activities and guidelines regarding discussions are put in place to ensure a safe, supportive, and positive learning environment. Examples of discussion guidelines include:
   5.3.1. Using appropriate and respectful language
   5.3.2. Using your voice at a considerate volume
   5.3.3. Allowing others reasonable opportunities to speak without interruption.
   5.3.4. Showing respect for another's views, even when disagreeing with them.
   5.3.5. Keeping comments subject-specific, as opposed to personal.

5.4.   Students learn research and study techniques and can engage in investigations and problem-solving activities.

5.5.   All students are encouraged to take part in charity work and volunteering

5.6.   Wider Ambition uses visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by Wider Ambition staff who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of Wider Ambition.

5.7.   Wider Ambition will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.

5.8.   The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Safeguarding and Child Protection Policy.

5.9.   Wider Ambition is actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and staff take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

5.10.   Staff take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on students based on their gender or any other characteristic, and makes clear that sexual violence and sexual harassment are not acceptable and will not be tolerated.

5.11.   Students' questions are answered respectfully by staff.

6.   Relationships and Sex Education

6.1.   Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

6.2.   Relationships and health education are statutory, and parents do not have the right to withdraw their child from the subjects.

6.3.   Requests to withdraw a child from sex education should be made in writing to the setting email address

6.4.   Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

6.5.   The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

6.6.   Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

7. Safeguarding, reports of abuse and confidentiality

7.1.   All students will be taught about keeping themselves safe, including online, as part of the PSHE curriculum.

7.2.   Confidentiality within the classroom is an important component of PSHE, and teachers are expected to respect the confidentiality of their students as far as is possible.

7.3.   Teachers will, however, understand that some aspects of PSHE may lead to a student raising a safeguarding issue, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL or DDSL will be alerted immediately.

7.4.   Every learning session reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the session, they can speak to any member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

7.5.   Students at Wider Ambition may face additional challenges with emotional literacy and understanding the feelings and intentions of others and require additional help in recognising and developing healthy relationships and how to deal with peer pressure, coercion and consent.

7.6.   Staff are aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of making suicide seem a more viable options for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

8. Tailoring PSHE

8.1.   Staff work closely with parents, therapists, and teaching staff to ensure that the curriculum is appropriately designed and delivered, considering the needs of the students.

8.2.   Teaching considers the ability, age, developmental stage, readiness, religious, and cultural backgrounds of all young people in the class and will be tailored accordingly.

8.3.   The PSHE curriculum is adapted in light of the vulnerabilities and characteristic profile of students with the surrounding challenges of social communication and social interaction underlining the importance of protective behaviours and scaffolding of learning explicitly through appropriately tailored methods

8.4. Staff use discussions and other activities during initial PSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the teaching group with regard to this.

9. Assessment

9.1. Wider Ambition sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum.

9.2. Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed, in line with the Teaching, Learning, Curriculum, and Assessment Policy, to identify where students need extra support or intervention.

9.3. Students' knowledge and understanding is assessed through formative assessment methods such as discussion groups and quizzes, in order to monitor progress.

Appendix 1 – KS2 Programme of Study

Through the KS2 PSHE programme of study, Wider Ambition will ensure that students understand:

1. **Families and people who care for me**

   1.1. The importance of families for children when growing up, as they can provide love, security, and stability.

   1.2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

   1.3. How others' families may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care.

   1.4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up.

   1.5. That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong.

   1.6. How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

2. **Caring friendships**

   2.1. The importance of friendships in making us feel happy and secure, and how people choose and make friends

   2.2. The characteristics of healthy relationships and friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

   2.3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded

   2.4. That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right

   2.5. How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Appendix 1 – KS2 Programme of Study

3. Respectful relationships

3.1. The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

3.2. Practical steps they can take in a range of different contexts to improve/support respectful relationships

3.3. The conventions of courtesy and manners

3.4. The importance of self-respect and how this links to students' own happiness

3.5. That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority

3.6. About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

3.7. What a stereotype is, and how these can be unfair, negative or destructive

3.8. The importance of permission-seeking and giving in relationships with friends, peers and adults

4. Online relationships

4.1. That sometimes people behave differently online or pretend to be someone they are not

4.2. That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)

4.3. The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them

4.4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

4.5. How information and data is shared and used online

5. Being safe

5.1. What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)

5.2. About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe

5.3. That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact

5.4. How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know

5.5. How to recognise and report feeling bad or unsafe around an adult

5.6. How to ask for advice or help for themselves or others, and to persist until heard

5.7. How to report concerns or abuse, and the vocabulary needed to do so

5.8. About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.

5.9. Where to get advice, e.g. family, school, other sources

6. Mental wellbeing

6.1. That mental wellbeing is as important as physical health

6.2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations

6.3. How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings

6.4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

6.5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

6.6. Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests

6.7. Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support

6.8.   That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

6.9.   Where and how to seek support (including recognising the triggers for seeking support), including whom in Wider Ambition they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

6.10. That it is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

7.   Internet safety and harms

7.1.   How the internet acts as an integral part of life for most people, with many benefits

7.2.   About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

7.3.   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

7.4.   Why social media, some computer games and online gaming, etc. are age restricted

7.5.   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

7.6.   How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected, and targeted

7.7.   Where and how to report concerns and get support concerning issues online

8.   Physical health and fitness

8.1.   The characteristics and mental/physical benefits of leading an active lifestyle

8.2.   The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, or other forms of regular, vigorous exercise

8.3.   The risks associated with leading an inactive lifestyle

8.4. How and when to seek support, such as which adults to speak to in school if they have health concerns

9. Healthy eating

9.1. The core principles of healthy eating, for example: what constitutes a balanced diet, promoting fruit and vegetables, avoiding excessive consumption of sugar, salt, and fat, and understanding portion size.

9.2. That healthy eating includes having a healthy attitude to food, for example not feeling anxious about food or mealtimes, not feeling the need to eat any particular food for the purpose of pleasing someone else, being able to enjoy eating in company, and not feeling guilty about food which has been eaten or food which has been left.

9.3. The principles of planning/preparing a range of healthy meals

9.4. That a healthy, balanced diet includes all food groups and that no one type of food is inherently good or bad.

9.5. The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

10. Drugs, alcohol and tobacco

10.1. The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

11. Health and prevention

11.1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

11.2. About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

11.3. The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn

11.4. About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist

11.5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

11.6.   The facts and science relating to allergies, immunisation, and vaccination

12. Basic first aid

12.1.   How to make a clear and efficient call to emergency services if necessary

12.2.   Concepts of basic first aid, for example dealing with common injuries, including head injuries

13. Changing adolescent body

13.1.   Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

13.2.   About menstrual wellbeing and key facts concerning the menstrual cycle

13.3.   The main external parts of the human body, and the reproductive process in some plants and animals.

14. Economic wellbeing and being a responsible citizen

14.1.   How to contribute to the life of the classroom, and how to help create and follow group and class rules

14.2.   That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)

14.3.   That they belong to various groups and communities such as family and school

14.4.   What improves and harms their local, natural, and built environments and about some of the ways people look after them

14.5.   The different purposes for using money, including concepts of spending, and saving, managing money, being a critical consumer and how money comes from different sources

14.6.   The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

14.7.   How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people

14.8.   Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

14.9. To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

14.10. That universal rights are there to protect everyone and have primacy both over national law and family and community practices

14.11. To know that there are some cultural practices which are against British law and universal human rights, such as FGM

14.12. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities

14.13. That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment

14.14. To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices

14.15. Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally

14.16. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

14.17. To appreciate the range of national, regional, religious and ethnic identities in the UK

14.18. To consider the lives of people living in other places, and people with different values and customs

14.19. An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

14.20. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

14.21. About enterprise and the skills that make someone 'enterprising'

14.22. To explore and critique how the media present information

Appendix 2 – KS3 and 4 Programme of Study

Through the KS3 and 4 PSHE programmes of study, Wider Ambition will ensure that students understand:

1. Families

1.1.   That there are different types of committed, stable relationships

1.2.   How these relationships might contribute to human happiness, and their importance for bringing up children

1.3.   What marriage is, including its legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony

1.4.   Why marriage is an important relationship choice for many couples, and why it must be entered into freely

1.5.   The characteristics and legal status of other types of long-term relationships

1.6.   The roles and responsibilities of parents regarding raising children, including the characteristics of successful parenting

1.7.   How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friends, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, such as reporting concerns about others, if needed

2. Respectful relationships, including friendships

2.1.   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 also includes different (non-sexual) types of relationships

2.2.   Practical steps that can be taken in a range of different contexts to improve or support respectful relationships

2.3.   How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. normalising non-consensual behaviour or encouraging prejudice)

2.4. That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs

2.5. About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

2.6. That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control

2.7. What constitutes sexual harassment and sexual violence and why these are unacceptable

2.8. The legal rights and responsibilities relating to equality (particular with reference to the Equality Act 2010 and its protected characteristics) and that everyone is unique and equal

3. Online and media

3.1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online

3.2. 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

3.3. Not to provide others with material that they would not want shared further and not to share material that others send to them

3.4. What to do and where to get support to report material or manage issues online

3.5. The impact of viewing harmful content

3.6. That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, which can negatively alter how people see themselves in relation to others and negatively affect behaviour towards sexual partners

3.7. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

3.8. How information and data is generated, collected, shared and used online

3.9. The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online

relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.

3.10. How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

4. Being safe

4.1. The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships

4.2. 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)

4.3. That there are many dangers both inside and outside of school and beyond and that they must be equipped with the means to keep themselves safe.

5. Intimate and sexual relationships, including sexual health

5.1. 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

5.2. That all aspects of health can be either positively or negatively affected by choices made concerning sex and relationships, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing

5.3. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women, and menopause

5.4. That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure, and not pressurising others

5.5. That they have a choice to delay sex or to enjoy intimacy without sex

5.6. The facts about the full range of contraceptive choices, their effectiveness and options available.

5.7. The facts around pregnancy including miscarriage.

5.8.   That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.

5.9.   How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.

5.10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

5.11. How the use of alcohol and drugs can lead to risky sexual behaviour.

5.12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

6.   Physical Health and Fitness

6.1.   The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

6.2.   The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

6.3.   About the science relating to blood, organ and stem cell donation.

6.4.   How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

6.5.   The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.

6.6.   The law relating to the supply and possession of illegal substances.

6.7.   The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

6.8.   The physical and psychological consequences of addition, including alcohol dependency.

6.9.   Awareness of the dangers of drugs which are prescribed but still present serious health risks.

6.10. The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

6.11.   About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

6.12.   About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

6.13.   The benefits of regular self-examination and screening.

6.14.   The facts and science relating to immunisation and vaccination.

6.15.   The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

6.16.   Key facts about puberty, the changing adolescent body and menstrual wellbeing.

6.17.   The main changes which take place in males and females, and the implications for emotional and physical health.

6.18.   Basic treatments for common injuries.

6.19.   Life-saving skills, including how to administer CPR.

6.20.   The purpose of defibrillators and when one might be needed.

7.   Economic wellbeing and being a responsible citizen

7.1.   To recognise, clarify and when necessary, challenge their own core values and how their values influence their choices

7.2.   About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.

7.3.   The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages)

7.4.   The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities

7.5.   About the potential tensions between human rights, British law and cultural and religious expectations and practices

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7.6.   About the primacy of human rights; and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored

7.7.   About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination

7.8.   To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations

7.9.   About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills

7.10.   To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability

7.11.   Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work

7.12.   About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks

7.13.   About different work roles and career pathways, including developing their own early aspirations

7.14.   About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment

7.15.   Which choices are available to them at the end of key stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process

7.16.   The benefits of being ambitious and enterprising in all aspects of life

7.17.   About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

7.18.   About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image'

7.19.   About different types of business, how they are organized and financed

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7.20.   To assess and manage risk in relation to financial decisions that young people might make

7.21.   About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this

7.22.   To explore social and moral dilemmas about the use of money, including how the choices students make as consumers affect other people's economies and environments

7.23.   To evaluate their own personal strengths and areas for development and to use this to inform goal setting

7.24.   About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace

7.25.   To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)

7.26.   To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

7.27.   About harassment and how to manage this (including in the workplace)

7.28.   How their strengths, interests, skills and qualities are changing and how these relate to future employability

7.29.   About the information, advice and guidance available to them and how to access it

7.30.   To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)

7.31.   About the range of opportunities available to them for career progression, including in education, training and employment

7.32.   About changing patterns of employment (local, national, European and global)

7.33.   To take full advantage of any opportunities for work experience that are available

7.34.   About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)

7.35.   About confidentiality in the workplace, when it should be kept and when it might need to be broken

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7.36. To develop their career identity, including how to maximise their chances when applying for education or employment opportunities

7.37. To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)

7.38. To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices

7.39. Their consumer rights and how to seek redress