

Intent - What does my subject look like in each of the pathways?

At Newman School we aim to provide a broad and balanced curriculum that:

- Prepares and equips all pupils with the knowledge they need to safely and effectively navigate the opportunities, responsibilities, risks and life experiences that they may encounter as global citizens
- To make informed decisions about wellbeing, health, and relationships
- Recognises that children and young people are growing up in an increasingly complex world, living their lives seamlessly on and offline
- Considers and addresses mental health and wellbeing as a priority
- Meets our statutory duties to provide compulsory Health Education to all pupils
- Meets our statutory duties to provide compulsory Relationships Education to all primary aged pupils
- Meets our statutory duties to provide compulsory Relationships and Sex Education to all secondary aged pupils
- Promotes the spiritual, moral, social and cultural development of all pupils
- Promotes the Preparation for Adulthood framework
- Promotes good outcomes support achieving EHCP targets
- Embodies the spirit of British Values to develop the pupils holistically
- To develop and increase a pupil's self-esteem, self-advocacy, and self-efficacy

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach how society is organised and governed. We ensure they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We support them in understanding and managing their own emotions and mental health. We equip pupils, regardless of age or ability, with the skills and knowledge to set healthy boundaries, navigate the world effectively and as independently as possible, and know where and when to seek appropriate support.

Engage	Discovery	Develop	Deepen
Responding to stimuli, and adult prompts, to effectively engage in the 6 strands of PSHE from the PSHE Association Education	Begin to understand the key concepts of the 6 strands of PSHE from the PSHE Association Education Planning Framework for	Increasing understanding and evidence of the application of the 6 strands of PSHE from the PSHE Association Education Planning	Deepening of learning, and applying in different contexts, of the 6 strands of PSHE from the PSHE Association Education

What does my subject look like in each of the pathways, for each of our drivers?

	Engage	Discovery	Develop	Deepen
Communication	Pupils will communicate through ACC, gestures, actions and objects of reference to discover and experience PSHE within their immediate environment e.g. playing alongside their peers, responding to adults.	Pupils will communicate through ACC, key words (verbal, using symbols/signs/pictures) to develop their PSHE and Citizenship skills and understanding within their local environment e.g. asks a peer to join a game, accepts directions from adults.	Pupils will communicate through short sentences (written and/or verbal) to develop their PSHE skills and understanding within their wider environment e.g. pupils will verbalise/ interact with their peers and staff respectfully and be able to identify their understanding of a range of social situations.	Pupils will communicate through explanative sentences (written and/or verbal) to deepen their PSHE skills and understanding within their wider community e.g. pupils will verbalise/ interact with their peers and staff respectfully and be able to explain their understanding of a wide range of social issues.
Independence	Pupils will independently engage with a range of experiences that lead to a healthy lifestyle and an awareness of what is safe/unsafe and who to access for support as they move into adulthood.	Pupils will independently discover an awareness of adults and peers in their environment and engage in experiences that lead to a healthy lifestyle, an awareness of what is safe/unsafe e.g.. Greets known family members/ adults.	Pupils will independently think for themselves to develop their understanding of the meaning of respectful relationships, healthy lifestyles, safe and unsafe situations e.g. choosing to interact with a peer who responds positively to them.	Pupils will independently think and find things out for themselves to deepen their ability to develop and maintain respectful relationships, look after and keep themselves safe and healthy e.g. recognising bullying and responding appropriately.
Resilience	Pupils will engage in learning about a range of personal, social, health and relationship issues and begin to build their resilience to prepare them for adulthood.	Pupils will actively explore and discover an awareness about a range of personal, social, health and relationship issues and begin to build their resilience to prepare them for adulthood.	Pupils will develop an awareness about a range of personal, social, health and relationship issues and begin to build their resilience to prepare them for adulthood.	Pupils will deepen their awareness about a range of personal, social, health and relationship issues and apply this knowledge to different contexts in order to build their resilience to prepare them for adulthood.

Implement - What does my subject look like in each of the Newman sites?

Whiston	Dinnington	NAR
All pupils will participate in 1 session each week. Pupils will be taught in their form/class groups. Students will follow the EYFS framework in EYFS. Students will follow the KS1–2 PSHE Association Education Planning Framework for SEND.	All pupils will participate in 1 session each week. Pupils will be taught in their form/class groups. Students will follow the KS3-4 PSHE Association Education Planning Framework for SEND. Students will follow one of the four Newman School pathways – Engage, Discover, Develop or Deepen.	All pupils will participate in 1 session each week. Pupils will be taught in their form/class groups. Students will follow the KS3-4 PSHE Association Education Planning Framework for SEND. Students will follow either the Develop or Deepen pathway.




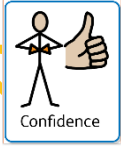

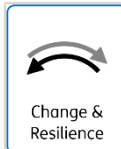
Overarching Concepts PHSE

At Newman we follow the PSHE Association planning SEND framework. Our curriculum fulfils the statutory requirements for PHSE and RSE for pupils with SEND, set out by the PSHE Association as recommended by the Department of Education.












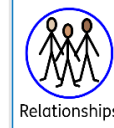










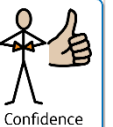

















The curriculum runs over cycles, each time a key area is revisited it is delivered in greater depth and increasing maturity. Upon returning to a key area pupils prior knowledge is used to build on previous foundations and experiences, this is supported through our small steps planning documents.









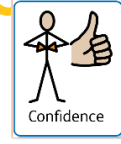
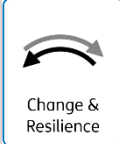

Six key themes and skills that are most essential for our pupils are addressed throughout PSHE lessons and link into other subject areas, aiming for a thread in the key concepts to be revisited throughout pupils' PSHE learning journey at Newman.














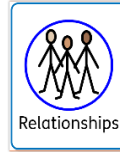


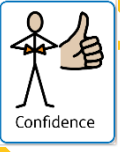
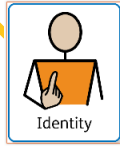



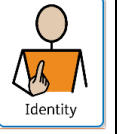



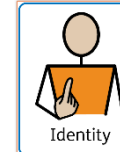
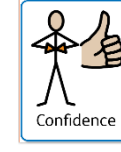


Within the EYFS statutory framework these concepts are embedded within every day practice and enhanced through high quality interactions, learning opportunities, provision and the seven areas of learning. PSHE is not taught explicitly as a set alone lesson.












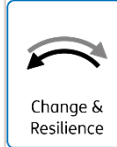

Safety	Being protected from or unlikely to cause danger, risk, or injury.	 Safety
Relationships	The association, connection, interaction and bond between two or more people.	 Relationships
Healthy lifestyle	Activities and habits that encourage the development of total physical, mental, and spiritual fitness, and which reduces the risk of major illness.	 Healthy lifestyle
Confidence	Feeling sure of yourself and your abilities. Not in an arrogant way, but in a realistic, secure way.	 Confidence
Identity	The qualities, beliefs, personality traits, appearance, and/or expressions that characterise a person or group.	 Identity
Change and resilience	The ability to 'bounce back' after challenges, tough times and things being different.	 Change & Resilience



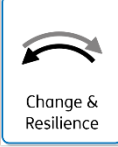




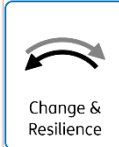









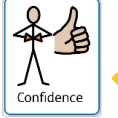











KS2 – KS5 Curriculum Cycles


















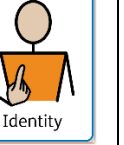
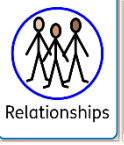





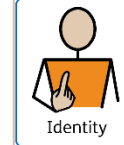

KS2	Autumn 1 SELF AWARENESS	Autumn 2 SELF CARE SUPPORT AND SAFETY	Spring 1 MANAGING FEELINGS	Spring 2 CHANGING AND GROWING	Summer 1 HEALTHY LIFESTYLES	Summer 2 THE WORLD I LIVE IN
Cycle A	Things we are good at kind and unkind behaviours  	Taking care of ourselves Keeping safe  	Identifying and expressing feelings  	Baby to adult  	Healthy eating  	Respecting differences between people  
Cycle B	Playing and working together. Kind and unkind behaviours  	Keeping safe public and private -  	Managing feelings cause and effect   	Changes at puberty  	Keeping well - Taking care of physical health   	Jobs people do Money  
Cycle C	People who are special to us  	Trust – identifying trusting adults, communicating worries  	Strategies and coping with our feelings   	Dealing with touch   	Keeping well – medicines  	Rules and laws  














Cycle D	Getting on with others  Relationships  Confidence	Keeping safe online  Identity  Safety	Being aware of other people's feelings  Relationships	Different types of relationships  Relationships  Confidence	Keeping well – healthy eating  Healthy lifestyle  Confidence	Taking care of the environment  Change & Resilience  Safety
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KS3	Autumn 1 SELF AWARENESS	Autumn 2 SELF CARE SUPPORT AND SAFETY	Spring 1 MANAGING FEELINGS	Spring 2 CHANGING AND GROWING	Summer 1 HEALTHY LIFESTYLES	Summer 2 THE WORLD I LIVE IN
Cycle A	Personal strengths Skills for learning  Identity  Confidence	Feeling unwell – personal hygiene  Healthy lifestyle  Confidence  Identity	Managing feelings – identifying and expressing feelings  Identity  Confidence  Relationships	Puberty  Change & Resilience  Identity	Elements of a healthy lifestyle – balanced lifestyles inc sleep  Healthy lifestyle  Confidence	Diversity, rights and responsibilities  Identity  Relationships
Cycle B	Skills for learning – what we enjoy learning, what makes us special and unique as learners  Identity  Confidence	Keeping safe online – social media, Self-esteem and unkind comments inc social media  Confidence  Identity  Safety	Managing strong feelings – emotions, ZOR? Feeling frightened/worried – personal space, harassment  Relationships  Safety  Identity	Friendship  Relationships  Identity	Mental wellbeing Physical activity  Healthy lifestyle  Identity  Confidence	Managing online information inc fake news, passwords, scamming  Safety  Identity

Cycle C	Managing pressure – peer pressure, bullying  Relationships  Confidence  Safety	Public and private – keeping ourselves safe online, harmful material Keeping safe online  Identity  Safety	Romantic feelings and sexual attraction  Relationships  Identity	Healthy/unhealthy relationship behaviour  Relationships  Safety	Mental wellbeing - Healthy eating, Medicinal drugs  Healthy lifestyle  Safety	Taking care of the environment inc climate change  Change & Resilience  Safety
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KS4	Autumn 1 SELF AWARENESS	Autumn 2 SELF CARE SUPPORT AND SAFETY	Spring 1 MANAGING FEELINGS	Spring 2 CHANGING AND GROWING	Summer 1 HEALTHY LIFESTYLES	Summer 2 THE WORLD I LIVE IN
Cycle A	Personal strengths Skills for learning  Identity  Confidence  Change & Resilience	Public and private – sharing, worrying, reporting Keeping safe online  Safety  Confidence	Strong feelings - Managing mental health  Relationships  Healthy lifestyle	Intimate relationships, consent and contraception  Change & Resilience  Safety  Relationships	Mental wellbeing Body image  Identity  Confidence  Healthy lifestyle	Managing finances  Safety  Confidence
Cycle B	Managing pressure – gangs, weapons, online pressure  Safety  Identity  Confidence	Feeling frightened/worried –personal safety, crimes (harassment/assault), raising concerns Keeping safe online  Safety  Confidence	Managing strong feeling - Romantic feelings and sexual attraction  Identity  Relationships  Safety	Long term relationships and parenthood  Relationships  Safety	Drugs – medicinal drugs, illegal drugs, alcohol and tobacco  Safety  Healthy lifestyle	Managing online information  Safety  Identity

KS5	Autumn 1 SELF AWARENESS	Autumn 2 SELF CARE SUPPORT AND SAFETY	Spring 1 MANAGING FEELINGS	Spring 2 CHANGING AND GROWING	Summer 1 HEALTHY LIFESTYLES	Summer 2 THE WORLD I LIVE IN
Cycle A	Prejudice and discrimination  	Feeling unwell – self-examination, vaccinations Emergency situations  	Strong feelings - Managing mental health including self-esteem and impact of social media  	Healthy and unhealthy relationship behaviours  	 	Managing finances  
Cycle B	Personal strengths Skills for learning  	Feeling frightened/worried unwell – FGM Public and private – online scams, harmful material  	Managing strong feelings - Romantic feelings/sexual attraction  	Consent and contraception / intimate relationships   	Mental wellbeing including body image   	Managing online information inc fake news  
Cycle C	Managing pressure – relationship boundaries, bystander effect, peer pressure, gangs	Managing finance Gambling -	Self-esteem and unkind comments Strong feelings Romantic feelings and sexual attraction	Long term relationships and parenthood	Drugs, alcohol and tobacco	Preparing for adulthood – moving on

	 Relationships  Safety  Identity	 Safety  Identity	 Confidence  Relationships	 Relationships  Safety	 Healthy lifestyle  Safety	 Identity  Confidence
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Impact

At Newman School, PFA is our Golden Thread for all learners. The PSHE curriculum and PFA skills are mutually important. For PSHE/PFA the flightpath/end goals we have put into stages rather than pathways as a child's cognitive and physical abilities are not always the same in each pathway. There are 6 Stages of development. For a deepen child who is physically able, we expect them to achieve Stage 6 by the end of Key Stage 4. A children's expected Stage is determined by their academic pathway and physical ability.

	PSHE	PFA
S1	<p>Healthy eating(p)</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 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). <p>Caring friendships (p)</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Families and people who care for me (p)</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Respectful relationships(p)</p> <p>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.</p>	<p>I1.1 Feeding and drinking I1.2 Toileting I1.3 Real world play I1.4 Getting dressed I1.5 Making choices H1.1 Enjoys being active in the fresh air H1.2 Tries different healthy food H1.3 Will co-operate at the doctors or dentist C1.1 Making friends C1.2 Social interaction C1.3 Visits / day trips E1.1 Following instructions - consider any specifics around sensory impairment E1.2 Adapting to new environments E1.3 Playing with other children E1.4 Real world play (builder / nurse / doctor)</p>

<p>S2</p>	<p>Physical health and fitness (p)</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Health and prevention (p)</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination <p>Physical health and fitness(s)</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • 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 cardio-vascular ill-health. <p>Health and prevention(s)</p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. <p>Healthy eating(s)</p> <p>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>Families and people who care for me (p)</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Caring friendships (p)</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <p>Respectful relationships (p)</p> <ul style="list-style-type: none"> • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>I2.1 Washing/brushing teeth I2.2 Telling the time I2.3 Paying in the shops H2.1 make healthy food choices H2.2 visit start to understand how to maintain my dental health H2.3 willing to have immunisations H2.4 Takes part in physical activity and can rest C2.1 Team playing C2.2 After school clubs C2.3 Weekend activities C2.4 Developing friendships / friendship groups E2.1 Numeracy E2.2 Real world visits E2.3 'What do you want to be when you grow up?' E2.4 Meeting role models</p>
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<p>S3</p>	<p>Caring friendships (p)</p> <ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Respectful relationships (p)</p> <ul style="list-style-type: none"> • 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. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>Online relationships (p)</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. <p>Internet safety and harms (p)</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p>Families and people who care for me (p)</p> <ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <p>Respectful relationships, including friendships (s)</p> <ul style="list-style-type: none"> • 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. 	<p>I3.1 Sleep overs and residential trips I3.2 Cooking at school and home I3.3 Understanding money - paying for snacks in school I3.4 Shopping I3.5 Moving around school independently I3.6 Travel Training I3.7 Transport and road signs H3.1 Start to manage minor health needs e.g. asthma H3.2 Understand my body is going through puberty H3.3 Can tell someone when in pain H3.4 Can resist peer pressure by telling someone C3.1 Youth and after-school clubs C3.2 Learning to be safe on and offline C3.3 Knowing local area C3.4 Walking short distances alone C3.5 Friendships C3.6 Understanding bullying C3.7 Managing change E3.1 Talk about different careers and education options E3.2 Access to career related role models E3.3 Start to build a personal profile of interests and ambitions E3.4 School sessions from visitors on their careers</p>
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	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. <ul style="list-style-type: none"> • 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 people in positions of authority and due tolerance of other people’s beliefs. <p>Changing adolescent body (p)</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. <p>Mental wellbeing (p)</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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. <p>Changing adolescent body (s)</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. 	
S4	<p>Basic first aid (p)</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Internet safety and harms (s)</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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. 	<p>I4.1 Travel training I4.2 Making decisions about what to spend money on I4.3 Making own food I4.4 Socialising unsupervised in town/local community I4.5 Independent living skills C4.1 Making decisions about how to spend free time C4.2 Managing social media and other technology C4.3 Online gaming and staying safe C4.4 Belonging to friendship groups</p>

	<p>Online and media (s)</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. <p>Intimate and sexual relationships, including sexual health(s)</p> <ul style="list-style-type: none"> • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p>Health and prevention (s)</p> <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. <p>Mental wellbeing (s)</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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. <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p>C4.5 Friendships and relationships C4.6 Understanding the bigger picture and building resilience E4.1 Subject option choices - thinking about university and college, picking the right subjects for future career goals E4.2 Exploring different careers E4.3 Understanding requirements for HE E4.4 Structured careers advisory sessions E4.5 Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful E4.6 Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed E4.7 GCSEs / NVQs / Entry level qualifications E4.8 Vocational options E4.9 Continue to build personal / vocational profile - use in careers sessions E4.10 After school / Saturday jobs / part-time employment E4.11 Understanding supported employment options e.g. access to work E4.12 Transition to new settings E4.13 Starting micro-enterprises</p>
S5	<p>Internet safety and harms (s)</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • 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. 	<p>I5.1 Managing bills (e.g. mobile phone) I5.2 Managing potential income including PIP I5.3 Residential and local learning options I5.4 Mental capacity - decision making I5.5 Understanding consent and best interest I5.6 Life skills</p>

<p><u>Online and media (s)</u></p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography 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. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online. <p><u>Respectful relationships, including friendships (s)</u></p> <ul style="list-style-type: none"> • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p><u>Drugs, alcohol and tobacco (p)</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p><u>Drugs, alcohol and tobacco (s)</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • 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. <p><u>Intimate and sexual relationships, including sexual health (s)</u></p> <ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behavior. <p><u>Families (s)</u></p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their 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. 	<p><u>I5.7</u> Managing your time <u>I5.8</u> Transition to adult care <u>I5.9</u> Being safe in your home <u>I5.10</u> Understanding different types of living arrangement - what arrangements are positive and possible for each young person <u>C5.1</u> Develop new friendships <u>C5.2</u> Personal budgets - how can they be spent post 16 to further PFA aspirations <u>C5.3</u> Managing your time <u>C5.4</u> Being safe on the streets <u>C5.5</u> Understanding alcohol and drugs <u>C5.6</u> Volunteering <u>C5.7</u> Understanding the criminal justice system <u>C5.8</u> Knowing where to go for help and how to use the emergency services <u>E5.1</u> Build on strengths and interests highlighted in personal / vocational profile <u>E5.2</u> Apprenticeships <u>E5.3</u> Supported internships <u>E5.4</u> Traineeships <u>E5.5</u> Further work on academic and vocational qualifications <u>E5.6</u> A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor <u>E5.7</u> CV writing <u>E5.8</u> Skills in applying for jobs or higher education <u>E5.9</u> Interviewing <u>E5.10</u> Understanding support from the LA, e.g. do they have a supported employment service? <u>H5.1</u> Taking responsibility for dental and optical appointments <u>H5.2</u> Managing own health <u>H5.3</u> Transition to adult health services <u>H5.4</u> Knowing when you need to see</p>
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	<ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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); and, how to seek help or advice, including reporting concerns about others, if needed. <p><u>Intimate and sexual relationships, including sexual health (s)</u></p> <ul style="list-style-type: none"> • how the use of alcohol and drugs can lead to risky sexual behaviour. • 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. • 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. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurizing others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • 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. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p><u>Being safe (s)</u></p> <ul style="list-style-type: none"> • the concepts of, 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. • 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). <p><u>Health and prevention (s)</u></p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	<p>the GP</p> <p>H5.5 Staying physically active and healthy</p> <p>H5.6 Understanding relationships, including sexual relationships</p>
S6	<p><u>Respectful relationships, including friendships (s)</u></p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p><u>Health and prevention (s)</u></p>	<p>I6.1 Arranging potential independent/supported living options</p> <p>I6.2 Planning other living arrangements</p> <p>I6.3 Understanding correspondence/bills</p> <p>I6.4 Continuing to develop independent</p>

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>living skills as part of a study programme</p> <p>C6.1 Accessing adult social care post 18</p> <p>C6.2 Maintaining friendships outside of an education setting</p> <p>E6.1 Consolidate or finish learning</p> <p>E6.2 Taking part in adult education/community learning</p> <p>E6.3 Voluntary work</p> <p>E6.4 Knowing how to access support from Job Centre post-education</p> <p>E6.5 Paid work or higher education</p> <p>E6.5 Understanding benefits</p> <p>H6.1 Managing health appointments</p>
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Curriculum document under development