

At Key Stage 3 students will learn about the following:

Year 7	
Term 1a – Who we are	H01. to recognise their personal strengths and how this affects their self-confidence and self-esteem
	H02. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
	H03. to accept helpful feedback or reject unhelpful criticism
	H04. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
	H19. that identity is affected by a range of factors, including the media and a positive sense of self
	R14. to understand what expectations might be of having a girl/boyfriend
	L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
Term 1b – Learning to learn	R2. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise
	R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
	L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
	L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
	L15. the benefits of being ambitious and enterprising in all aspects of life
Term 2a - Relationships	R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
	R4. to explore the range of positive qualities people bring to relationships

	R7. that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships
	R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
	R9. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
	R10. that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable
	R11. the roles and responsibilities of parents, carers and children in families
Term 2b – Safer Internet	R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
	R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
	R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
Term 3a – Healthy Living	H22. to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
	H24. the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
	H25. factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis
	H27. to recognise and strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs)
	H29. the safe use of prescribed and over the counter medicines
	H30. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
	H31. how to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use

	H32. about cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices
	R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
	R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
	R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
Term 3b – Everyone's equal	R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
	L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

Year 8	
Term 1a – Making Choices	H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
	H23. to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)
Term 1b – Healthy Living	H05. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
	H06. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it
	H09. the importance of and ways of taking increased responsibility for their own physical health and personal hygiene
	H13. the benefits of physical activity and exercise and the importance of sleep
	H14. to recognise and manage what influences their choices about exercise
	H15. the importance of, and strategies for, maintaining a balance between work, leisure and exercise
	H16. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
	H17. what might influence their decisions about eating a balanced diet
	H18. how the media portrays young people; to recognise its possible impact on body image and health issues
Term 2a - Careers	L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3)
	L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
	L10. different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work
	L12. about different work roles and career pathways, including clarifying their own early aspirations
	L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process

Term 2b – Safer Internet	R28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
	R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)
	R36. to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy
Term 3a – Medicinal Properties	H28. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
	R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
	R31. to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours
	R32. to understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts (including substance use and information technology) and where and how to access support if they have concerns
Term 3b – Rights and responsibilities	L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities
	L5. about the potential tensions between human rights, British law and cultural and religious expectations and practices
	L6. about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored
	L7. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations
	L11. 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

	L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
	L16. 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
	L18. to assess and manage risk in relation to financial decisions that young people might make
	L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

KS4

At Key Stage 4 students rotate between different topics so that all of the following are covered over the course of the year

Year 9	
Topic	Key points
Sex and relationships	R02. the characteristics and benefits of positive, strong, supportive, equal relationships
	R03. that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
	R05. to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
	R08. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
	R09. about the impact of domestic abuse (including sources of help and support)
	R10. the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances
	R11. about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement
	R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
	R16. to recognise when others are using manipulation, persuasion or coercion and how to respond
	R19. to manage unwanted attention in a variety of contexts (including harassment and stalking)
Careers	L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability
	L11. about the information, advice and guidance available to them and how to access the most appropriate support
	L13. about the range of opportunities available to them for career progression, including in education, training and employment
	L14. about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
	L15. to research, secure and take full advantage of any opportunities for work experience that are available
	L17. attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')

	L18. about confidentiality in the workplace, when it should be kept and when it might need to be broken	
	L19. to develop their career identity, including how to maximise their chances when applying for education or employment opportunities	
Diversity	L06. how social media can offer opportunities to engage with a wide variety of views on different issues	
	L07. to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views	
Safer Internet	R07. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse) and the skills and strategies to respond appropriately or access support	
	L08. the legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks	

In addition in Year 9 all students cover the following through the Teenage Kicks ALD:

H06. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
H09. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
H18. about checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS
R04. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
R12. how to access such organisations and other sources of information, advice and support
R13. about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R17. to understand the pernicious influence of gender double standards and victim-blaming
R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3
R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
R26. the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support

Year 10	
Topic	Key points
Diversity	L02. about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace
	L03. to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour based' violence)
	L04. to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
	L05. how to recognise a 'cult'; how it differs from other types of group; how cults recruit; how to seek help if they are worried for themselves or for others
	L09. about harassment and how to manage this (including in the workplace); the legal consequences of harassment
Mental Health	H01. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others and ways of managing this
	H02. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism
	H03. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
	H04. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
	R01. strategies to manage strong emotions and feelings
Healthy Living	H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
	H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle

In addition in Year 10 all students cover the following through the Teenage Kicks ALD:

H09. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk
H16. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and where and how to access support if they have concerns
H17. the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle
R06. managing changes in personal relationships including the ending of relationships
R07. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
R08. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
R12. how to access such organisations and other sources of information, advice and support
R14. to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
R15. how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
R18. to recognise the impact of drugs and alcohol on choices and sexual behaviour
R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
R21. to assess readiness for sex

Year 11	
Topic	Key points
Healthy Living	H07. how to take increased responsibility for maintaining and monitoring their own health
	H10. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes
	H11. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, the use of sun lamps and tanning salons
	H13. how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
	H14. about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
	H15. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke
Mental Health	H03. strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing
	H04. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)
	H05. (reinforcing and building on key stage 3 learning) to recognise and manage the triggers (for themselves or their friends) for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it
	H06. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)
Sex and Relationships	R04. parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)
	R20. to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
	R21. to assess readiness for sex
	R22. about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key Stage 3

	R23. to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
	R24. the reasons why parents choose to adopt/foster or to place children for adoption/fostering
	R25. about abortion, including the current legal position and the range of beliefs and opinions about it
	R27. that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
	R28. about the options open to people who are not able to conceive
	R29. the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

KS5

At KS5 students will learn about the following:

Year 12	
Term 1a	<ul style="list-style-type: none">• Transition skills for Post 16• Employability and transferable skills• Computer literacy• The job market and employability• Apprenticeships
Term 1b	<ul style="list-style-type: none">• Subject careers• Personal statements• Plagiarism and its impact
Term 2a	<ul style="list-style-type: none">• Illegal and legal drugs• Substance abuse and its impacts• Alternative ways to relax
Term 2b	<ul style="list-style-type: none">• Body image• Gender identity• Pregnancy and miscarriages
Term 3a	<ul style="list-style-type: none">• Critical thinking• Freedom of speech• Social justice• Honour based violence
Term 3b	<ul style="list-style-type: none">• Feminism• Consent and healthy relationships• Careers and networking• Motivation and next steps