



# GEORGE ABBOT SCHOOL

|                                                                                                                                                          |                                                            |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|
| <b>Policy Title:</b>                                                                                                                                     | <b>Relationships and Sex Education (RSE) Policy – 2026</b> |             |
| <b>Author:</b>                                                                                                                                           | <b>Head of PSE / RSHE Lead</b>                             |             |
| <b>Date of most recent review:</b>                                                                                                                       |                                                            | Summer 2026 |
| <b>Date of next review:</b>                                                                                                                              |                                                            | Summer 2027 |
| <b>School Mission Statement:</b><br>Academic excellence within a strong community of equality and respect, where potential and opportunity are realised. |                                                            |             |

## 1. Rationale and Ethos

George Abbot School is committed to providing a high-quality Relationships and Sex Education (RSE) programme that supports the personal development, wellbeing and safety of all students. Our RSE provision reflects our school ethos of equality, respect and inclusive practice and is delivered within a whole-school approach to personal, social, health and economic (PSHE) education and safeguarding.

RSE is underpinned by the Department for Education's statutory guidance on Relationships, Sex and Health Education (2025). Our curriculum aims to equip young people with the knowledge, skills, language and confidence they need to navigate relationships safely, respectfully and responsibly, both now and in later life.

RSE at George Abbot School is inclusive of all students, regardless of gender, sexual orientation, cultural background, faith or family structure. Teaching is age-appropriate, medically accurate, culturally sensitive and rooted in mutual respect.

## 2. Aims of RSE at George Abbot School

Our RSE programme aims to:

- Provide a safe and supportive environment for sensitive discussions.
- Prepare students for the physical and emotional changes of puberty and adolescence.
- Develop self-respect, confidence, empathy and resilience.
- Promote healthy, respectful and fulfilling relationships of all kinds.
- Create a positive culture around issues of sexuality, family and relationships.
- Teach students accurate vocabulary and factual information to understand their bodies and relationships.
- Support students to recognise and manage risk, including online.
- Empower students to seek help and support when needed.

## 3. Statutory Requirements

As a secondary academy school, George Abbot School is required to provide Relationships and Sex Education to all students in accordance with Section 34 of the Children and Social Work Act 2017.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. In doing so, we have regard to the Department for Education statutory guidance on Relationships, Sex and Health Education (2025).

Relationships Education and Health Education are compulsory for all students. Parents and carers retain the legal right to withdraw their child from elements of *sex education* that are not part of the National Curriculum for Science, up to three terms before the student turns 16.

The statutory requirements do not apply to sixth form colleges, however, as encouraged by the RSE guidance we deliver a KS5 RSE curriculum during weekly assemblies, feature lectures and Future Ready timetabled sessions.

#### **4. Definition of Relationships and Sex Education**

Relationships and Sex Education is about the emotional, social and cultural development of students. It includes learning about relationships, sexual health, sexuality, personal identity, diversity, consent, wellbeing and personal safety.

RSE is not about the promotion of sexual activity. It is delivered within the context of healthy relationships, personal values and informed decision-making, recognising the diverse experiences and beliefs of our school community.

Relationships education does not involve explaining the details of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.

At George Abbot, the emphasis within Relationships and Sex education is on healthy relationships, and all our current content is delivered with this purpose in mind. As such, we view all our content to be delivered as Relationships and Health focused education as opposed to delivering Relationships and Sex education as isolated topics.

#### **5. Policy Development and Consultation**

This policy has been developed through consultation with staff, students, parents/carers and governors. The process included:

- The head of PSE reviewed statutory and non-statutory national guidance.
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/carer/stakeholder consultation - parents/carers were invited to feedback on the proposed curriculum, and the wider policy, and were given opportunity to view a selection of teaching materials.
- Student voice activities to understand students' needs and experiences and gather information on what they want from their RSE lessons.
- Ratification by the Governing Board.

#### **6. Curriculum Design and Content (2026–2027)**

RSE is delivered for years 7-10 by PSHE teachers through the PSHE education curriculum and form tutors in Character Education form time sessions. The PSHE curriculum has strong links to Science, Religious Education (RE) and contains Citizenship education. Year 11 are taught RSE through Character Education in form time and by an external speaker programme which is carefully curated to meet the year groups greatest needs (see section 8.5).

Key themes of the curriculum include:

- Families and relationships in a modern society.
- Respectful relationships, consent and boundaries.
- Online safety, media literacy and AI awareness.
- Being safe: exploitation, abuse, harassment and harmful behaviours.
- Intimate and sexual relationships, including sexual health.
- Mental health and emotional wellbeing, both online and offline.
- Physical health and fitness including developing bodies, healthy eating, drugs, alcohol, tobacco and vaping, health protection and prevention, and understanding the healthcare system
- Personal safety including basic first aid

A detailed year-by-year curriculum overview for Years 7–10 is set out in **Appendix 1** and reflects the 2026–2027 curriculum map.

The PSHE curriculum at George Abbot Sixth Form is structured around the key themes identified in the PSHE Association's 2026 guidance: Relationships, Sex and Health Education, and Economic Wellbeing and Careers Education. Please see **Appendix 2** to see a breakdown of the content taught in George Abbot Sixth form.

\* Where the school chooses to teach content that is not explicitly listed within the secondary curriculum, this is done in a highly sensitive and age-appropriate manner. Such topics may include complex or specialist areas, and we ensure that teaching is informed by reliable, high-quality resources. External advice and support are used where appropriate, including signposting to relevant support services. Staff are supported through access to professional guidance and, where necessary, specialist input, so that they are properly equipped to manage discussions safely and respond appropriately to any pupil disclosures.

## **7. Safe and Effective Practice**

RSE is delivered in an atmosphere of mutual trust and respect. Teachers establish clear ground rules when teaching all sensitive content. To ensure we can respond effectively to individual student needs and make appropriate adjustments, students complete *safe sheets* at the start of each topic to identify any content they may find upsetting. In addition, content warnings are provided at the beginning of each lesson.

If a student asks a question that goes beyond the scope of the curriculum or that relates to sex education from which the child has been withdrawn, staff will respond sensitively, in line with professional judgement and safeguarding protocols.

All staff are trained to manage disclosures and understand that RSE lessons may prompt safeguarding concerns, which are always followed up in line with the school's safeguarding policy.

## **8. Roles and Responsibilities**

### **8.1 Governing Board**

- Holds the Headteacher to account for the implementation of this policy.

### **8.2 Headteacher/SLT lead**

- Ensures RSE is taught consistently and effectively.
- Manages requests for withdrawal from non-statutory [non-science] sex education.

### **8.3 PSHE / RSHE Lead**

- Leads curriculum development and staff training.
- Monitors and evaluates RSE provision.
- Organises and liaises with external speakers/providers.

### **8.4 Teaching Staff**

- Deliver RSE sensitively and inclusively.
- Model positive attitudes and to RSE.
- Respond appropriately to students' needs and questions.
- Raise any safeguarding concerns immediately by following the schools safeguarding policy.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory [non-science] components of RSE.

Teachers do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher; training and support will always be offered to ensure teacher's skills are supported appropriately.

## 8.5 External speakers

- Deliver RSE sensitively and inclusively.
- Model positive attitudes and to RSE.
- Respond appropriately to students' needs and questions.
- Provide all resources prior to delivery for the PSE lead to check.

## 8.6 Students

- Are expected to engage respectfully in RSE lessons.

## 9. Inclusion, SEND and Equality

RSE is accessible to all students, including those with special educational needs and disabilities (SEND). Lessons are adapted where necessary, and teaching reflects the requirements of the Equality Act 2010 and the Public Sector Equality Duty.

The curriculum recognises and values diversity, including LGBT+ identities and a wide range of family structures such as single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, and is delivered with sensitivity to religious and cultural backgrounds.

## 10. Working with Parents and Carers

We work in partnership with parents and carers and are committed to openness and transparency. Parents can:

- Access this policy via the school website.
- Request to view curriculum materials by contacting the Head of PSE.
- Contact the Head of PSE to discuss curriculum content.

Parents are informed half-termly via the school bulletin of the upcoming topics for each year group and are encouraged to reinforce learning and continue relevant discussions at home

## 11. Right to Withdraw

Parents/carers have the right to withdraw their child from [non-science] elements of sex education up to three terms before the student turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Please note that puberty, reproductive organs, fertilisation, hormones in reproduction, sexually transmitted infections, contraception and fertility treatments are statutory content in Biology.

There is no right to withdraw from Relationships Education or Health Education.

At George Abbot, the emphasis within RSE is on healthy relationships, and all current content is delivered with this purpose in mind. As such, we view all content to be delivered as Relationships and Health focused education.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher, or member of the Senior Leadership Team and Head of PSHE, will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

## 12. Safeguarding

This policy supports and is informed by the school's safeguarding and child protection policies. Staff follow the procedures set out in *Keeping Children Safe in Education*.

External visitors are required to adhere to the school's safeguarding protocols and are supervised at all times.

## 13. Monitoring, Assessment and Evaluation

The effectiveness and delivery of RSE is monitored and evaluated by the Safeguarding lead and Deputy head by:

- Curriculum reviews.
- Learning walks and work scrutiny

- Line management meetings
- Student voice.
- Parent feedback.
- Staff reflection and professional development.
- Safeguarding and wellbeing data.

Students' development in RSE is monitored by their class teachers.

#### **14. Training for the teachers of Sex Education (RSE) at George Abbot School:**

Staff are trained on the delivery of RSE as part of their induction into PSHE and it is included in our continuing professional development calendar. The PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **15. Policy Review**

This policy will be reviewed every 12 months to ensure it remains compliant with statutory guidance and meets the needs of students, staff and parents.

**Next review date:** June 2027

## **Appendix 1: 2026–2027 RSE Curriculum Overview**

### **2026 – 2027**

\* Where the school chooses to teach content that is not explicitly listed within the secondary curriculum, this is done in a highly sensitive and age-appropriate manner. Such topics may include complex or specialist areas, and we ensure that teaching is informed by reliable, high-quality

resources. External advice and support are used where appropriate, including signposting to relevant support services. Staff are supported through access to professional guidance and, where necessary, specialist input, so that they are properly equipped to manage discussions safely and respond appropriately to any pupil disclosures.

|    |                               | Year 7                                           |                                                | Year 8                                            |                                                                                              | Year 9                                                    |                                                                             | Year 10                                                 |            |                                                                                  |
|----|-------------------------------|--------------------------------------------------|------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------|------------|----------------------------------------------------------------------------------|
| 1  | Emotional Wellbeing           | Attitudes to Mental Health                       | British Values                                 | Democracy                                         | Healthy Relationships                                                                        | Marriage and Civil Partnerships/ Relationship Breakdown   | Personal wellbeing                                                          | Adolescent brain changes and new challenges.            |            |                                                                                  |
| 2  |                               | Promoting Emotional Wellbeing (add life balance) |                                                | Careers                                           |                                                                                              | Relationship Values and the Law                           | Careers                                                                     | Interview Day & Job Description                         |            |                                                                                  |
| 3  |                               | Digital resilience                               |                                                | British Values                                    |                                                                                              | Rule of Law                                               |                                                                             | Child Sexual Exploitation & Child Criminal Exploitation | CV Writing |                                                                                  |
| 4  |                               | Coping Strategies                                |                                                |                                                   |                                                                                              | Tolerance                                                 |                                                                             | Sexually Explicit Imagery and the Law                   | CV Writing |                                                                                  |
| 5  | Introduction to careers       |                                                  | Respect                                        |                                                   | Domestic abuse                                                                               | Personal wellbeing                                        | Recognising and Supporting Mental Ill-Health to Promote Emotional Wellbeing |                                                         |            |                                                                                  |
| 6  | Puberty and Identity          | Healthy Body                                     | Individual Liberty                             | Careers                                           |                                                                                              |                                                           | Cancer Awareness                                                            |                                                         |            |                                                                                  |
| 7  |                               | Changes through Male Puberty                     | Bullying                                       | Careers                                           |                                                                                              |                                                           | Blood, Organ and Stem Cell                                                  |                                                         |            |                                                                                  |
| 8  |                               | Changes through Female Puberty                   | Family Relationships                           | Careers (Includes rail and water safety reminder) |                                                                                              |                                                           | Eating Disorders* and Sleep                                                 |                                                         |            |                                                                                  |
| 9  |                               | Gender, Identity and Stereotypes                 | Self-esteem                                    | Healthy Relationships                             | Bereavement and Grief                                                                        | Habits, Addictions and Gambling                           |                                                                             |                                                         |            |                                                                                  |
| 10 | Relationships                 | Types of attraction                              | Social Media and Online Reputation             |                                                   | FGM & Honour Based Violence                                                                  | Healthy Relationships-responsible behaviour               |                                                                             |                                                         |            |                                                                                  |
| 11 |                               | Changing Friendships                             | Online Grooming                                | Personal Wellbeing                                | Mental health and self-harm*                                                                 | Consent for pleasure                                      |                                                                             |                                                         |            |                                                                                  |
| 12 | Hurtful Behaviour             | Drugs                                            | Drugs and the law                              |                                                   | Checking our physical health                                                                 | Contraception                                             |                                                                             |                                                         |            |                                                                                  |
| 13 | Personal Health and Wellbeing |                                                  | Healthy Lifestyles (incl rail safety reminder) | Alcohol and its risks                             | Body image, body enhancements and Disordered eating                                          | Contraception                                             |                                                                             |                                                         |            |                                                                                  |
| 14 |                               | Healthy Lifestyles (incl water safety reminder)  | Smoking and vaping (incl rail safety reminder) | Preventing Extremism                              | Understanding and Preventing Extremism<br>How Language Can Divide Us                         | STIs & HIV                                                |                                                                             |                                                         |            |                                                                                  |
| 15 | Personal hygiene              | Finance                                          | Budgeting (incl water safety reminder)         |                                                   | How People’s Actions Can Be Influenced by Others (Misinformation, disinformation, fake news) | Abortion                                                  |                                                                             |                                                         |            |                                                                                  |
| 16 | Cyber Safety                  |                                                  | Value for money                                | Community Actions Against Extremism               | M4 Appropriate behaviour                                                                     | Pregnancy and fertility                                   |                                                                             |                                                         |            |                                                                                  |
| 17 | First Aid                     | Introduction to first Aid                        | Financial Products                             | United Kingdom Constitution                       |                                                                                              | Characteristics of Successful Parenting                   |                                                                             |                                                         |            |                                                                                  |
| 18 |                               | Choking and Recovery Position                    | The Equality Act and the Law                   | Political spectrum and voting                     |                                                                                              | Relationships – power imbalances                          |                                                                             |                                                         |            |                                                                                  |
| 19 |                               | Resuscitation and Defibrillation                 | Prejudice                                      | Crime and the Justice system                      |                                                                                              | Sources of information about Sex                          |                                                                             |                                                         |            |                                                                                  |
| 20 |                               | Common Injuries                                  | EDI                                            | Discrimination                                    | Criminal activity                                                                            | Situations – considering how best to keep ourselves safe. |                                                                             |                                                         |            |                                                                                  |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             | PSE IN RE TIME                                          |            |                                                                                  |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             |                                                         | 1          | Citizenship – the big democracy lesson                                           |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             |                                                         | 2          | Citizenship – The big legal lesson                                               |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             |                                                         | 3          | Exploring Attitudes and Influence<br><b>Substance Use – includes rail safety</b> |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             |                                                         | 4          | The Fight Against Drugs<br><b>Substance Use – includes water safety</b>          |
|    |                               |                                                  |                                                |                                                   |                                                                                              |                                                           |                                                                             |                                                         | 5          | Illegal Substances and addictions                                                |

|  |  |  |   |                                                    |
|--|--|--|---|----------------------------------------------------|
|  |  |  |   | <b>Substance Use</b>                               |
|  |  |  | 6 | Economics, and Good and Bad Debt<br><b>Finance</b> |
|  |  |  | 7 | Financial Next Steps<br><b>Finance</b>             |
|  |  |  | 8 | Financial Security and Risk<br><b>Finance</b>      |
|  |  |  | 9 | Zara McDermott – Uncovering Rape Culture           |

|  |                                  |                             |                      |  |  |
|--|----------------------------------|-----------------------------|----------------------|--|--|
|  | <b>Living in the Wider World</b> | <b>Health and Wellbeing</b> | <b>Relationships</b> |  |  |
|--|----------------------------------|-----------------------------|----------------------|--|--|

### **Where curriculum content is taught within the SOW additional detail:**

Many of the below themes are also repeated and covered within our character education framework.

#### Families

| Curriculum content:                                                                                                                                                                                                                                                                                                                                | Lesson in SOW:                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. That there are different types of committed, stable relationships.                                                                                                                                                                                                                                                                              | Year 8 Module 2 lesson 2 – Family relationships<br>Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 10 Module 4 lesson 1 - Relationships |
| 2. How these relationships might contribute to wellbeing, and their importance for bringing up children.                                                                                                                                                                                                                                           | Year 8 Module 2 lesson 2 – Family relationships<br>Year 10 Module 3 Lesson 8 – Characteristics of successful parenting                                                            |
| 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. | Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown                                                                                                 |
| 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.                                                                                                                                                                                                   | Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown                                                                                                 |
| 5. That forced marriage and marrying before the age of 18 are illegal.                                                                                                                                                                                                                                                                             | Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown                                                                                                 |
| 6. How families and relationships change over time, including through birth, death, separation and new relationships.                                                                                                                                                                                                                              | Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 9 Module 1 lesson 6 – Bereavement and grief                                             |
| 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.                                                                                                                                | Year 10 Module 3 Lesson 8 – Characteristics of successful parenting                                                                                                               |
| 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.                                                                                                                                                                  | Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 4 Lesson 1 - Relationships                                                                                            |

#### Respectful relationships:

| Curriculum content:                                                                                                                                                                                                                                                                                                                                                                   | Lesson in SOW:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships | Year 7 Module 3 lesson 2 - Changing friendships<br>Year 7 Module 3 lesson 3 - Hurtful behaviour<br>Year 7 Module 3 lesson 1 - Types of attraction<br>Year 7 Module 4 lesson 4 – cyber safety/awareness<br>Year 8 Module 2 lesson 2 – Family relationships<br>Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure<br>Year 10 Module 4 Lesson 1 - Relationships |
| 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.                                                                                                             | Year 9 Module 4 lesson 3 – Community actions against extremism/ supportive communities<br>Year 8 Module 1 lesson 3 – tolerance<br>Year 8 Module 1 lesson 4 – mutual respect<br>Year 8 Module 2 lesson 1 – Bullying<br>Year 8 Module 5 EDI lesson 1 - The equality act and the law<br>Year 8 Module 5 EDI lesson 2 - Prejudice<br>Year 8 Module 5 EDI lesson 3 - Discrimination                                                                                                                                                                                                                                                          |
| 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support                                                                                                                                                                                                                                                 | Year 8 Module 2 lesson 3 – self-esteem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                |
| 4. What tolerance requires, including the importance of tolerance of other people's beliefs                                                                                                                                                                                                                                                                                                                          | Year 8 Module 1 lesson 3 - Tolerance                                                                                                                                                                                                                           |
| 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.                                                                                                                                                                   | Year 7 Module 3 lesson 2 – Changing friendships<br>Year 7 Module 3 lesson 3 – Hurtful behaviour<br>Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 4 Lesson 1 - Relationships                                                                      |
| 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.                                                                                                                                                                                                                                         | Year 7 Module 4 lesson 4 – cyber safety/awareness<br>Year 8 module 2 lesson 1 – Bullying<br>Year 8 module 2 lesson 5 – Online grooming and deepfakes                                                                                                           |
| 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.                                                                                                                                                                                                                                         | Year 7 Module 3 lesson 2 – Changing friendships<br>Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 10 Module 3 lesson 1 – healthy relationships – responsible behaviour<br>Year 10 Module 4 Lesson 1 - Relationships |
| 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 10 Module 3 lesson 1 – healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – consent for pleasure                                                                    |
| 9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.                                                                                                   | Year 7 Module 2 lesson 4 – Gender, identity and stereotypes<br>Year 8 Module 5 EDI lesson 1 – Cultural diversity the equality act and the law<br>Year 8 Module 5 EDI lesson 2 - Prejudice<br>Year 8 Module 5 EDI lesson 3 - Discrimination                     |
| 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.                                                                 | Year 10 Module 3 lesson 2 – consent for pleasure<br>Year 10 Module 4 Lesson 1 - Relationships                                                                                                                                                                  |
| 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.                                                                                           | Year 9 Module 1 Lesson 4 – Sexually explicit imagery and the law<br>Year 10 Module 4 Lesson 2 – Sources of information about Sex                                                                                                                               |
| 12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called “involuntary celibates” (incels) or online influencers.                                                                                                                                                                                  | Year 9 Module 4 – Misinformation, Disinformation and Fake news                                                                                                                                                                                                 |

#### Online safety and awareness

| Curriculum content:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lesson in SOW:                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.                                                                                                                                                                                                                                                                                                                                                          | Year 7 Module 1 – Lesson 3 Digital resilience<br>Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 8 Module 2 – Lesson 5 – Online Grooming                                                              |
| 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.                                                                                                                                                                                            | Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 7 Module 4 – Lesson 4 – Cyber awareness<br>Year 10 PSE RE time – Financial security                                                                   |
| 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.                                                                                                                                    | Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 9 Module 4 – Lesson 2 Misinformation, Disinformation and Fake news<br>Year 10 Module 4 Lesson 3 - Situations                                          |
| 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.                                                        | Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 9 Module 1 – Lesson 3 CCE and CSE<br>Year 10 Module 4 Lesson 3 - Situations                                                                           |
| 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to | Year 9 Module 1 – Lesson 3 CCE and CSE<br>Year 10 Module 4 Lesson 3 – Situations<br>Year 8 Module 2 – Lesson 5 – Online Grooming and deepfakes<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.                                                                                                                                                                  |                                                                                                                                                                                                     |
| 6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.                                                                                                                                                                                                                                                                | Year 8 Module 2 – Lesson 5 – Online Grooming and deepfakes<br>Year 7 Module 4 – Lesson 4 – Cyber awareness<br>Year 9 Module 1 – Lesson 3 CCE and CSE                                                |
| 7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.                                                                                                                                                                                                                                          | Year 10 Module 3 – Lesson 1 Responsible behaviour<br>Year 10 Module 4 Lesson 3 – Situations<br>Year 8 Module 2 – Lesson 5 – Online Grooming and deepfakes<br>Year 9 Module 1 – Lesson 3 CCE and CSE |
| 8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. | Year 8 Module 2 – Lesson 5 – Online Grooming and deepfakes<br>Year 9 Module 4 – Lesson 2 – Misinformation, Disinformation and Fake news                                                             |
| 9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.                                                                                                                                                                                                                                                                                                                     | Year 8 Module 2 – Lesson 5 – Online Grooming<br>Year 9 Module 4 – Lesson 2 – Misinformation, Disinformation and Fake news<br>Year 8 Module 2 – Lesson 1 – Bullying                                  |
| 10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.                                                                                                                                                                                                            | Year 7 Module 4 – Lesson 4 – Cyber awareness<br>Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 8 Module 2 – Lesson 1 – Bullying                                              |
| 11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.                       | Year 9 Module 1 Lesson 4 – Pornography and sexually explicit imagery.<br>Year 10 Module 4 Lesson 2 – Sources of information about Sex                                                               |
| 12. How information and data is generated, collected, shared and used online                                                                                                                                                                                                                                                                                                                                                                       | Year 7 Module 3 – Lesson 4 – Cyber awareness                                                                                                                                                        |
| 13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).                                                                                                                                                                                                                                                                       | Year 8 Module 2 – Lesson 4 Social media and Online reputation                                                                                                                                       |
| 14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.                                                                       | Year 8 Module 4 – Financial products<br>Year 10 PSE in RE time Lesson 4 – Financial security<br>Year 10 Module 4 Lesson 3 – Situations                                                              |
| 15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk                                                                                                                                                         | Year 8 Module 2 – Lesson 4 Social media and Online reputation                                                                                                                                       |

## Being safe

| Curriculum content:                                                                                                                                                                                                                                                                                          | Lesson in SOW:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent | Year 7 Module 3 lesson 2 - Changing friendships<br>Year 7 Module 3 lesson 3 - Hurtful behaviour<br>Year 7 Module 3 lesson 1 - Types of attraction<br>Year 7 Module 4 lesson 4 – cyber safety/awareness<br>Year 8 Module 2 lesson 2 – Family relationships<br>Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure<br>Year 10 Module 4 lesson 1 - Relationships |
| 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.                                                                                                 | Year 10 Module 4 lesson 1 - Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship                                                                                                                                                                               | Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 4 lesson 1 - Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4.  | How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions. | Water and rail safety is present in each year group. Please see SOW for where.<br><br>Year 7 Module 5 Lesson 1 - Introduction to first aid<br>Year 7 Module 5 Lesson 2 - Recovery position and choking<br>Year 7 Module 5 Lesson 3 - Resus and Defib<br>Year 7 Module 5 Lesson 4 - Common Injuries<br>Year 9 Module 5 Lesson 3 - Causes of crime and the Justice system<br>Year 10 PSE RE lesson 1 – Exploring attitudes and influence<br>Year 10 Module 4 Lesson3 – Situations |
| 5.  | What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                                                                                                                                                                                                                                     |
| 6.  | That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.                                                                                                                                                                                                                                                                                                                                                                                                 | Year 9 Module 1 Lesson 4 – Pornography and sexually explicit imagery.<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                                                                                                                                                                                          |
| 7.  | The concepts and laws relating to sexual violence, including rape and sexual assault                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                                                                                                                                                                                                     |
| 8.  | The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language                                                                                                                                                                                                                                                                                                                                                                                         | Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                                                                                                                                                                                                                      |
| 9.  | The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 9 Module 1 lesson 5 – Domestic abuse                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10. | That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 10 Module 4 lesson 1 - Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11. | The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 8 Module 2 – Lesson 4 Social media and Online reputation<br>Year 8 Module 2 lesson 3 Grooming<br>Year 8 Module 4 – Lesson 3 Financial products<br>Year 9 Module 1 – Lesson 3 CSE and CCE<br>Year 9 Module 5 – Criminal activity<br>Year 10 Module 4 Lesson 3 - Situations                                                                                                                                                                                                  |
| 12. | The concepts and laws relating to forced marriage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 9 Module 1 lesson 1 – Marriage and civil partnerships/relationship breakdown<br>Year 9 Module 1 Lesson 7 – FGM and honour based violence                                                                                                                                                                                                                                                                                                                                   |
| 13. | The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible                                                                                                                                                                                                             | Year 9 Module 1 Lesson 7 – FGM and honour based violence                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 14. | That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.                                                                                                                                                                                                                                                                                             | Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 15. | That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 9 Module 1 Lesson 4 – Pornography and sexually explicit imagery.<br>Year 10 Module 4 Lesson 2 – Sources of information about Sex                                                                                                                                                                                                                                                                                                                                           |
| 16. | How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.                                                                                                                                                                                                                                                                                                                                                                    | Year 9 Module 1 lesson 5 – Domestic abuse<br>Year 10 Module 4 lesson 1 - Relationships                                                                                                                                                                                                                                                                                                                                                                                          |

#### Intimate and sexual relationships, including sexual health

|                                                                                                                   |                                                  |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Curriculum content:                                                                                               | Lesson in SOW:                                   |
| 1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. | Year 10 Module 3 lesson 2 – Consent for pleasure |

|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.                                                                                                                                                                             | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                    |
| 3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.                                                                                          | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure                                                                                                    |
| 4. 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                                                                                                                                                                                                        | Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure<br>Year 10 Module 3 Lesson 3/4 - Contraception<br>Year 10 Module 3 Lesson 5 - STIs and HIV         |
| 5. That some sexual behaviours can be harmful                                                                                                                                                                                                                                                                                                                                                                | Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 3 lesson 2 – Consent for pleasure<br>Year 10 Module 4 lesson 2 – sources of information about sex<br>Year 9 Module 1 lesson 4 – Pornography and sexually explicit content                          |
| 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.                                                                                                                                  | Year 10 Module 3 Lesson 3/4 - Contraception                                                                                                                                                                                                                                                    |
| 7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.                                                                                                                                                                            | Year 10 Module 3 lesson 6 – Abortion<br>Year 10 module 3 lesson 7 – pregnancy and fertility<br>Year 10 module 3 lesson 8 – characteristics of successful parenting                                                                                                                             |
| 8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma | Year 10 Module 3 Lesson 3/4 - Contraception<br>Year 10 Module 3 Lesson 5 - STIs and HIV                                                                                                                                                                                                        |
| 9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.                                                                                                                                                                                                                                                                            | Year 10 Module 3 Lesson 5 - STIs and HIV                                                                                                                                                                                                                                                       |
| 10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.                                                                                                                                                                                                                                                                                                                | Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour                                                                                                                                                                                                                      |
| 11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.                                                                                                                                                                                                                                                                                               | Year 10 Module 3 lesson 1 – Healthy relationships – responsible behaviour<br>Year 10 Module 4 lesson 2 – sources of information about sex<br>Year 9 Module 1 lesson 2 – Relationship values and the law<br>Year 9 Module 1 – Lesson 3 CSE and CCE<br>Year 9 Module 1 lesson 5 – Domestic abuse |
| 12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.                                                                                                                                                                                                    | Year 10 Module 4 lesson 2 – sources of information about sex<br>Year 10 Module 3 Lesson 3/4 - Contraception<br>Year 10 Module 3 Lesson 5 - STIs and HIV                                                                                                                                        |

## Secondary health and wellbeing curriculum content.

### Mental wellbeing

| Curriculum content:                                                                                                                                                                    | Lesson in SOW:                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.                                                                                          | Year 7 Module 1 lesson 1 – Attitudes to mental health<br>Year 7 Module 1 lesson 2 – promoting emotional well being<br>Year 7 Module 1 Lesson 4 – coping strategies<br>Year 10 Module 2 – lesson 2 – Recognising and supporting mental illness                                                                                                                                                                          |
| 2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.            | Year 7 Module 1 lesson 2 – promoting emotional well being<br>Year 7 Module 1 Lesson 4 – coping strategies<br>Year 7 Module 4 lessons 1 and 2 – healthy lifestyles<br>Year 9 Module 3 Lesson 1 - Mental health and self harm<br>Year 10 Module 2 Lesson 1 – Adolescent brain changes<br>Year 10 Module 2 lesson 2 – Recognising and supporting mental illness<br>Year 10 Module 2 lesson 5 – eating disorders and sleep |
| 3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that | Year 7 Module 1 lesson 2 – promoting emotional well being<br>Year 7 Module 1 Lesson 4 – coping strategies<br>Year 9 Module 2 Lesson 1 - Mental health and self harm<br>Year 10 Module 2 Lesson 1 – Adolescent brain changes                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.                                                                                                                                                                                                                                                | Year 10 Module 2 lesson 2 – Recognising and supporting mental ill health                                                                                                        |
| 4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.                                                                                                                                      | Year 7 Module 1 lesson 2 – promoting emotional well being<br>Year 10 Module 2 Lesson 1 – Adolescent brain changes                                                               |
| 5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions                      | Year 10 Module 2 lesson 2 – Recognising and supporting mental illness<br>Year 7 Module 1 Lesson 4 – coping strategies<br>Year 9 Module 2 Lesson 1 - Mental health and self harm |
| 6. How to critically evaluate which activities will contribute to their overall wellbeing.                                                                                                                                                                                                                                                                        | Year 7 Module 1 lesson 2 – promoting emotional well being<br>Year 10 Module 2 lesson 2 – Recognising and supporting mental illness                                              |
| 7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.               | Year 10 Module 2 Lesson 2- Recognising and supporting mental illness<br>Year 9 Module 2 Lesson 1 - Mental health and self harm                                                  |
| 8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others                                                                                                                                                                            | Year 10 Module 2 lesson 6 – Habits and addictions Gambling<br>Year 10 PSE in RE time Lesson 3 – Financial risk                                                                  |
| 9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety. | Year 8 Module 3 – Drugs and the law<br>Year 10 Module 4 lesson 3 – Situations<br>Year 10 PSE in RE time Lesson 4 – Addictions                                                   |

#### Wellbeing online

| Curriculum content:                                                                                                                                                                                                                                                                                                                                                                                                           | Lesson in SOW:                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. About the benefits of limiting 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                                                                                                                                                                                                    | Year 7 Module 1 Lesson 3 – Digital resilience<br>Year 10 module 2 Lesson 2 – Recognising supporting mental illnesses.                                                                                                                                                                                                              |
| 2. 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. | Year 7 Module 1 Lesson 3 – Digital resilience<br>Year 8 Module 2 Lesson 4 – Social media and online reputations<br>Year 8 Module 2 Lesson 5 – Online grooming and deepfakes<br>Year 9 Module 3 Lesson 3 – Body image<br>Year 10 Module 2 Lesson 5 – Eating disorders and the importance of sleep                                   |
| 3. 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.                                                                                                                                                                                                                                                    | Year 8 Module 2 Lesson 5 – Online grooming and deepfakes<br>Year 8 Module 2 Lesson 4 – Social media and online reputations<br>Year 8 Module 2 Lesson 1 - Bullying                                                                                                                                                                  |
| 4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.                                                                                                                                                                                                                                                                                                          | Year 10 Module 2 lesson 6 – Habits and addictions Gambling<br>Year 10 Module 4 Lesson 3 - Situations<br>Year 10 PSE in RE time Lesson 3 – Financial risk                                                                                                                                                                           |
| 5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.                                                                                                                                                                                                    | Year 8 Module 2 Lesson 4 – Social media and online reputations<br>Year 8 Module 2 Lesson 5 – Online grooming and deepfakes<br>Year 9 Module 4 lesson 2 – Understanding and preventing extremism<br>Year 9 Module 4 lesson 3 – Misinformation, disinformation and fake news<br>Year 10 PSE in RE time Lesson 4 – financial security |
| 6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.                                                                                                                                                                                                                                                                                                 | Year 9 Module 5 Lesson 4 – Criminal activity<br>Year 10 PSE RE time – Lesson 2 The fight against drugs                                                                                                                                                                                                                             |
| 7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.                                                                                                                                                                                                                                         | Year 10 module 2 Lesson 2 – Recognising supporting mental illnesses.<br>Year 8 Module 2 Lesson 4 – Social media and online reputations                                                                                                                                                                                             |

#### Physical health and fitness

| Curriculum content:                                                                                                                                                                                                 | Lesson in SOW:                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. | Year 7 Module 2 lesson 1 - Healthy body<br>Year 7 Module 4 Lesson 1 and 2 - Healthy lifestyles                                                                       |
| 2. Factual information about the prevalence and characteristics of more serious health conditions.                                                                                                                  | Year 9 Module 3 Lesson 2 Checking our physical health<br>Year 10 Module 2 Lesson 3 Cancer Awareness<br>Year 10 Module 2 Lesson 4 Blood, Organ and Stem cell donation |

|                                                                    |                                                                                                                                                                                                                  |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. That physical activity can promote wellbeing and combat stress. | Year 7 Module 1 Lesson 4 – coping strategies<br>Year 7 Module 4 lessons 1 - healthy lifestyles<br>Year 9 Module 3 Lesson 1 - Mental health and self harm<br>Year 10 Module 2 Lesson 1 – Adolescent brain changes |
| 4. The science relating to blood, organ and stem cell donation.    | Year 10 Module 1 Lesson 4 - Blood, Organ and Stem cell donation                                                                                                                                                  |

### Healthy eating

| Curriculum content:                                                                                                                                             | Lesson in SOW:                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease. | Year 7 Module 2 lesson 1 - Healthy body<br>Year 7 Module 4 Lesson 1 and 2 – healthy lifestyles<br>Year 7 Module 4 Lesson 3 - Personal Hygiene |
| 2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.                                         | Year 7 Module 4 - Lesson 1 and 2 – healthy lifestyles<br>Year 10 Module 2 - Lesson 3 Cancer Awareness                                         |
| 3. The impacts of alcohol on diet and unhealthy weight gain.                                                                                                    | Year 8 module 3 Lesson 3 – High Risk substances                                                                                               |

### Drugs, alcohol, tobacco and vaping

| Curriculum content:                                                                                                                                                                                                                                                                                                                                                                               | Lesson in SOW:                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.                                                               | Year 8 Module 3 Lesson 1 – Understanding drugs<br>Year 8 Module 3 lesson 3 – Smoking and vaping<br>Year 10 PSE in RE time Lesson 2 – the fight against drugs<br>Year 10 PSE in RE time lesson 3 – illegal substances |
| 2. The law relating to the supply and possession of illegal substances                                                                                                                                                                                                                                                                                                                            | Year 8 Module 3 Lesson 1 – Understanding drugs<br>Year 10 PSE in RE time Lesson 2 – the fight against drugs<br>Year 10 PSE in RE time lesson 3 – illegal substances                                                  |
| 3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. | Year 8 Module 3 Lesson 2 – Alcohol and its risks<br>Year 10 PSE in RE time Lesson 4 – Addictions                                                                                                                     |
| 4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.                                                                                                                                                                                                                                                                                           | Year 8 Module 3 Lesson 2 – Alcohol and its risks                                                                                                                                                                     |
| 5. The dangers of the misuse of prescribed and over-the-counter medicines                                                                                                                                                                                                                                                                                                                         | Year 8 Module 3 Lesson 1 – Understanding drugs                                                                                                                                                                       |
| 6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.                                                                                                                                                                                                | Year 8 Module 3 Lesson 3 – Smoking and vaping<br>Year 10 PSE in RE time Lesson 4 – Addictions                                                                                                                        |
| 7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.                                                                                                                                                                                                                                                          | Year 8 Module 3 Lesson 3 – Smoking and vaping<br>Year 10 PSE in RE time Lesson 4 – Addictions                                                                                                                        |

### Health protection and prevention, and understanding the healthcare system

| Curriculum content:                                                                                                                                                                                                                                                                         | Lesson in SOW:                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.                                                                                                                                           | Year 7 Module 4 Lesson 1 and 2 - healthy lifestyles<br>Year 9 Module 3 lesson 2 - checking our physical health |
| 2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.                                           | Year 7 Module 4 Lesson 3 – Personal hygiene                                                                    |
| 3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals                                                                                                                                                                      | Year 9 Module 3 lesson 2 - checking our physical health                                                        |
| 4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.                                                                                                                                                                | Year 9 Module 3 lesson 2 – checking our physical health<br>Year 10 Module 2 lesson 3 – Cancer awareness        |
| 5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. (Also taught in year 8 and year 10 in Biology) | Year 9 Module 3 lesson 2 -checking our physical health                                                         |
| 6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.                                                               | Year 7 Module 4 Lesson 1 and 2 – healthy lifestyles<br>Year 10 Module 2 Lesson 5 - Eating disorders and sleep  |
| 7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health,                                                                                                                                                                     | Year 10 Module 3 Lesson 7 - Pregnancy and fertility                                                            |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|    | including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.                                                                                                                                                                                                                                                                     |                                                                                                            |
| 8. | How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.                                                                                                                                                 | Year 9 Module 3 lesson 2 - Checking our physical health                                                    |
| 9. | The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment. | Year 10 Module 3 Lesson 6- Abortion<br>Year 10 Module 3 Lesson 8 – Characteristics of successful parenting |

#### Personal safety –

| Curriculum content:                                                                                                                                                                                                                                                                                                                                                                   | Lesson in SOW:                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).                                                   | Water and rail safety are in the curriculum for each year group 7-10.<br>See SOW above.<br>Year 10 Module 4 – Lesson 3 Situations<br>Year 10 PSE RE time Substance use Lesson one                     |
| 2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.                                                                                                                                                                                                                          | Year 9 Module 3 Lesson 1 Drugs and the law<br>Year 10 Module 4 – Lesson 3 Situations                                                                                                                  |
| 3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.                                                       | Year 9 Module 5 – Lesson 3 Causes of crime and the Justice system<br>Year 10 Module 4 – Lesson 3 Situations<br>Year 10 PSE RE lesson 1 – Exploring attitudes and influence                            |
| 4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.                                                                                                                                                                                                                                                                       | Year 9 Module 5 – Lesson 3 Causes of crime and the Justice system<br>Year 9 Module 5 – Lesson 4 Criminal activity<br>Year 10 Module 4 – Lesson 3 Situations<br>Year 8 Module 1 – Lesson 2 Rule of Law |
| 5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too). | Year 9 Module 5 – Lesson 4 Criminal activity<br>Year 10 Module 4 – Lesson 3 Situations<br>Year 8 Module 1 – Lesson 2 Rule of Law                                                                      |
| 6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.                                                                                                                                                                                                                                                           | Year 9 Module 1 lesson 3 CCE and CSE<br>Year 9 Module 4 Lesson 2 Misinformation, Disinformation and Fake news<br>Year 8 Module 5 – Online grooming                                                    |

#### Basic first aid

| Curriculum content:                                                             | Lesson in SOW:                                                                                                                                                 |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Basic treatment for common injuries and ailments.                            | Year 7 Module 5 – Lesson 4 Common injuries<br>Year 7 Module 5 – Lesson 2 Recovery position and choking                                                         |
| 2. Life-saving skills, including how to administer CPR.11                       | Year 7 Module 5 – Lesson 1 Introduction to first aid<br>Year 7 Module 5 – Lesson 3 Resus and Defib<br>Year 7 Module 5 – Lesson 2 Recovery position and choking |
| 3. The purpose of defibrillators, when one might be needed and who can use them | Year 7 Module 5 – Lesson 3 Resus and Defib                                                                                                                     |

#### Developing bodies

| Curriculum content:                                                                                                      | Lesson in SOW:                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The main changes which take place in males and females, and the implications for emotional and physical health.       | Year 7 Module 2 – Lesson 1 Staying Healthy during puberty<br>Year 7 Module 2 - Lesson 2 Changes through puberty Males<br>Year 7 Module 2 – Lesson 3 Changes through puberty Females<br>Year 10 Module 1 – Lesson 1 Adolescent brain changes and new challenges |
| 2. The facts about puberty, the changing adolescent body, including brain development.                                   | Year 7 Module 2 – Lesson 1 Staying Healthy during puberty<br>Year 7 Module 2 - Lesson 2 Changes through puberty Males<br>Year 7 Module 2 – Lesson 3 Changes through puberty Females<br>Year 10 Module 1 – Lesson 1 Adolescent brain changes and new challenges |
| 3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual | Year 7 Module 2 – Lesson 3 Changes through puberty Females<br>Year 10 Module 3 – Pregnancy and fertility                                                                                                                                                       |

|                                                                                                                                                 |                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.       |                                                                                                          |
| 4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women | Year 10 Module 3 – Pregnancy and fertility<br>Year 7 Module 2 – Lesson 3 Changes through puberty Females |

## Appendix 2. George Abbot sixth form PSHE content.

### George Abbot Sixth Form Personal, Social, Health and Economic (PSHE) Development 2026 - 27

| Future ReadyTutor Sessions |                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Induction Tutor Session 1  | Organisation. Folders, Bromcom App & SignIn App                                                                                                        |
| Future Ready Session 1     | Opportunities to make friends in new environments                                                                                                      |
| Future Ready Session 2     | Enrichment Options / Student Leadership / Folder Inspection / Email / Bromcom check                                                                    |
| Future Ready Session 3     | Effective Independent Study & Study+                                                                                                                   |
| Future Ready Session 4     | Work Experience Options / Unifrog / Checking and Writing Emails                                                                                        |
| Future Ready Session 5     | Balancing paid work opportunities and study / Where to look for jobs                                                                                   |
| Future Ready Session 6     | Understanding a Payslip & WEX Update                                                                                                                   |
| Future Ready Session 7     | Xmas Celebration / Understanding the gradesheet / first term reflection / WEX                                                                          |
| Future Ready Session 8     | Identifying and evidencing strengths and skills                                                                                                        |
| Future Ready Session 9     | Considerations and issues relating to body enhancement and long term consequences                                                                      |
| Future Ready Session 10    | WEX Support for Identified Students                                                                                                                    |
| Future Ready Session 11    | About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs |
| Future Ready Session 12    | Banking and personal finance services / interest rates / credit scores / debt management arrangements                                                  |
| Future Ready Session 12    | UCAS Discovery: How to make the most out of the event / evaluate post 19 options                                                                       |
| Future Ready Session 13    | Online Life and Online Harms                                                                                                                           |
| Future Ready Session 14    | Year 12 Exams: Revision Techniques / Exam Arrangements                                                                                                 |

|                           |                                                                       |
|---------------------------|-----------------------------------------------------------------------|
| Future Ready Session 15   | Next Steps Reflection                                                 |
| Future Ready Session 16   | Super Curricular Summer Tasks & Personal Statement                    |
| Future Ready Session 17   | Setting Ambitious but Realistic Next Steps Goals (Application Update) |
| Future Ready Session 18   | Next Steps Update                                                     |
| Future Ready Session 19   | Next Steps Update                                                     |
| Future Ready Session 20   | Travelling Abroad Safely                                              |
| Future Ready Session 21   | Understanding The Political Environment & Importance of Voting        |
| Future Ready Session 22   | Financial Considerations with Parenthood                              |
| Future Ready Session 23   | Skills and strategies to confidently manage the next life stage       |
| Feature Lecture Programme |                                                                       |
| Year 12 Autumn HT1        | Boundaries & Consent                                                  |
| Year 12 Spring HT1        | Contraception & Parenthood                                            |
| Year 12 Spring HT2        | Your Voice: Your Vote                                                 |
| Year 12 Summer HT1        | First Aid and Emergency Response                                      |
| Year 12 Summer HT2        | Next Steps Activities                                                 |
| Year 13 Autumn HT1        | Safe Drive: Stay Alive                                                |
| Year 13 Spring HT1        | AI Skills for Work and Life                                           |

|                           |                                                             |
|---------------------------|-------------------------------------------------------------|
| GA6 Life Skills Programme |                                                             |
| Year 12 Spring HT1        | Master the art of the pro CV                                |
| Year 12 Spring HT1        | Present like a Pro                                          |
| Year 12 Spring HT1        | Emergency First Aid                                         |
| Year 12 Spring HT2        | Introduction to Sign Language                               |
| Year 12 Spring HT2        | Photo Masterclass: Photographic skills for online promotion |
| Year 12 Spring HT2        | Basic DIY                                                   |
| Year 12 Summer HT1        | University Survival Skills                                  |
| Year 12 Summer HT1        | Interview Masterclass                                       |
| Year 12 Summer HT1        | Yoga                                                        |
| Year 12 Summer HT1        | GA6 5k Parkrun                                              |
| Year 12 Summer HT1        | AI (Future of the changing Labour Market)                   |
| Year 12 Summer HT1        | The World of Work                                           |
| Year 12 Summer HT1        | Careers in the Finance Industry                             |
| Year 12 Summer HT1        | Sushi Masterclass                                           |
| Year 12 Summer HT1        | Savings & Investments                                       |
| Year 12 Summer HT2        | The Risks and Rewards of Investing in Cryptocurrency        |
| Year 12 Summer HT2        | GA6 5k Parkrun                                              |
| Year 12 Summer HT2        | Photography – Employability Skills                          |
| Year 12 Summer HT2        | Cooking on a Budget                                         |
|                           |                                                             |



| Next Steps Activities(Summer Year 12)<br>2.5 Days OffTimetable |                                                                                           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Topic                                                          | Key Content                                                                               |
| Introduction Talk                                              | Post 19 options / University / Apprenticeships / Gap Year / Employment / Unifrog Platform |
| University of Surrey Visit                                     | University Life / Student Tour                                                            |
| University of Birmingham Presentation                          | Personal Statements / Student Finance                                                     |
| Keynote Speaker                                                | Employability Skills / Online Presence / Recruitment & Selection processes                |
| Utilising Unifrog                                              | Understanding the benefits and uses of Unifrog                                            |
| Alumni Event                                                   | Carousel of ex-students / Apprenticeships / University / Gap Year                         |
| Sign on to UCAS                                                | Understanding the UCAS platform                                                           |

| Microsoft Forms Knowledge Gathering & Student Voice |                   |                                                                                                                                     |
|-----------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                               | When              | Content                                                                                                                             |
| Future Ready: PSHE Knowledge Check                  | Year 12 Induction | Checking understanding of key PSHE understanding from lower school. Any cause for concern students will be identified and supported |
|                                                     |                   |                                                                                                                                     |
|                                                     |                   |                                                                                                                                     |

| British Values                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                      | How                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Democracy                                                  | Student Leadership Vote<br>Feature Lecture: Your Voice, Your Vote (Y12 SPT1)<br>Future Ready Session 21: Understanding the Political Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The Rule of Law                                            | Assembly: Employment Rights (Y12 AT1)<br>Feature Lecture: Boundaries and Consent (Y12 AT1)<br>Assembly: British Values & The Rule of Law (Y12 AT2)<br>Assembly: Healthy Positive Relationships (Y12 AT2)<br>Assembly: Inclusion, Bullying and Discrimination (Y12 SPT1)<br>Future Ready Session 11: Drug Education<br>Future Ready Session 13: Online Life and Online Harms (Y12 ST1)<br>Assembly: Online Life and Online Harms (Y12 ST2)<br>Assembly: Travelling in the UK and Abroad – Laws and Responsibilities (Y13 SPT1)<br><br>Future Ready Session 6: Understanding a Payslip / Taxation |
| Individual Liberty                                         | Assembly: Healthy Positive Relationships (Y12 AT2)<br>Assembly: Inclusion, Bullying and Discrimination (Y12 SPT1)<br>Assembly: Harmful Relationship Behaviours (Y12 SPT1)<br>Future Ready Session 13: Online Life and Online Harms (Y12 ST1)<br>Future Ready Session 21: Understanding the Political Environment<br>Assembly: Managing risk and personal safety (Y12 ST1)<br>Assembly: Online Life and Online Harms (Y12 ST2)<br>Assembly: Xmas Festive Period / Safety / Drink Spiking (Y13 AT2)<br><br>Assembly: British Values & The Rule of Law including the Equality Act 2010 (Y12 AT2)   |
| Mutual Respect & Tolerance of Different Beliefs and Faiths | Assembly: Inclusion, Bullying and Discrimination (Y12 SPT1)<br>Assembly: Workplace Cultures (Y12 SPT1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## New PSHE Guidance 2026

### Section 1 Relationships, Sex and Health Education (RSHE)

#### Healthy, Positive Relationships

| Section                                                                                                                                                                                   | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. skills to manage changes in friendships throughout their lives                                                                                                                         | <ul style="list-style-type: none"> <li>Future Ready Session 1: Opportunities to make new friends in new environment (AT1)</li> <li>Future Ready Session 12: UCAS Discovery: How to make the most out of the event/evaluate post 19 options</li> <li>Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>Y12 Assembly: Headteacher "Succeeding at GA6 and Beyond"</li> </ul>                                                                                                                                                                                                                                         |
| 2. to recognise opportunities to build meaningful relationships in new environments, including at university and in the workplace; about the boundaries around professional relationships | <ul style="list-style-type: none"> <li>Future Ready Session 1: Opportunities to make new friends in new environment (AT1)</li> <li>Future Ready Session 3: Effective Independent Study</li> <li>Future Ready Session 12: UCAS Discovery: How to make the most out of the event/evaluate post 19 options</li> <li>Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>Y12 Assembly: Headteacher "Succeeding at GA6 and Beyond"</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>Y12 Assembly: Healthy Lifestyles (ST2)</li> <li>Life Skills Enrichment: Introduction to Sign Language</li> </ul> |
| 3. how to articulate their relationship values and apply ethical principles in different types of relationships                                                                           | <ul style="list-style-type: none"> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>Y12 Assembly: Healthy Lifestyles (ST2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4. to evaluate the influence of different faith, cultural or societal views on relationships and sex                                                                                      | Y12 Assembly: Healthy Positive Relationships (AT2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. to evaluate different ways that people express emotional and physical intimacy in relationships; the role of pleasure in healthy, positive relationships                               | <ul style="list-style-type: none"> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. how open communication and constructive dialogue can support relationships, reduce conflict and help to navigate                                                                       | <ul style="list-style-type: none"> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Y12 Feature Lecture: British Values &amp; Rule of Law (AT2)</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| difficulties; to manage the ending of relationships safely and respectfully                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |
| 7. strategies to manage personal safety in a range of social contexts, including in new environments, meeting new people, and when dating; the importance of trusting instincts if something does not feel right | <ul style="list-style-type: none"> <li>Y12 Assembly: Enrichment Choices (AT1)</li> <li>Coaching on safeguarding for mentoring enrichment</li> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> </ul> |
| 8. about reliable and appropriate organisations that provide young people with relationship advice, including LGBT support services                                                                              | <ul style="list-style-type: none"> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> </ul>                                                                                                                                                                                                               |

#### Boundaries and Consent

| Section                                                                                                                                                                                                                   | When                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. the ethical and legal responsibilities involved in seeking consent, and how to recognise enthusiastic consent; the importance of respecting and protecting people's right to give, not give, or withdraw their consent | <ul style="list-style-type: none"> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> </ul> |
| 2. skills to effectively communicate personal boundaries, needs and wants                                                                                                                                                 |                                                                                                                                                                   |
| 3. to recognise the risks inherent in new sexual encounters; strategies to support decision making and maintain personal safety and wellbeing in these situations                                                         |                                                                                                                                                                   |
| 4. to evaluate power imbalances within relationships and their potential impact; to redress or respond to power imbalances                                                                                                |                                                                                                                                                                   |

### Harmful relationship behaviours

| Section                                                                                                                                                                                                                                    | When                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. to recognise, manage and respond to negative influence, manipulation, coercion and persuasion in a variety of contexts; how to identify when their own attitudes or behaviours might be harmful, and sources of support to address this | <ul style="list-style-type: none"> <li>• Future Ready: Y12 Check In Student Voice</li> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>• Y12 Assembly: Harmful Relationship Behaviour (SPT2)</li> </ul> |
| 2. to recognise and respond to different forms of abuse; including how to seek help, report concerns and exit strategies for unhealthy relationships                                                                                       | <ul style="list-style-type: none"> <li>• Future Ready: Y12 Check In Student Voice</li> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>• Y12 Assembly: Harmful Relationship Behaviour (SPT2)</li> </ul> |
| 3. the illegality of forced marriage, and all forms of so-called 'honour' based violence; to get help (including from the police and specialist organisations) for themselves or others they believe to be at immediate or future risk     | <ul style="list-style-type: none"> <li>• Future Ready: Y12 Check In Student Voice</li> <li>• Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>• Y12 Assembly: Harmful Relationship Behaviour (SPT2)</li> </ul>                                                                |
| 4. how to access medical attention and emotional support for anyone previously affected by FGM, virginity testing or hymenoplasty                                                                                                          | <ul style="list-style-type: none"> <li>• Future Ready: Y12 Check In Student Voice</li> <li>• Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>• Y12 Assembly: Harmful Relationship Behaviour (SPT2)</li> </ul>                                                                |

### Contraception and Parenthood

| Section                                                                                                                                                                                                                                                                           | When                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. the skills to confidently discuss with a sexual partner and if necessary, assert, the use of contraception                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Future Ready Session 22: Financial Considerations with Parenthood</li> <li>• Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>• Y12 Assembly: Harmful Relationship Behaviours (SPT2)</li> </ul> |
| 2. to evaluate the most appropriate methods of contraception in different circumstances; how to use contraceptives effectively, including emergency contraception                                                                                                                 |                                                                                                                                                                                                                                                                                                                    |
| 3. how fertility changes for males and females over time, including menopause; that fertility can be influenced by lifestyle factors; about reproductive health including healthy pregnancy; where to access advice and support relating to fertility, pregnancy, and miscarriage |                                                                                                                                                                                                                                                                                                                    |
| 4. factors that influence decisions about whether and when to start a family (e.g. fertility, financial, relationship or career status); different routes to parenthood                                                                                                           |                                                                                                                                                                                                                                                                                                                    |
| 5. the implications of unintended pregnancy and young parenthood; the pathways available in the event of an unintended pregnancy; services available and how to access them; the importance of getting advice and support quickly                                                 |                                                                                                                                                                                                                                                                                                                    |

## Sexual health

| Section                                                                                                                                                                                                                | When                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. the importance of seeking reliable, accurate information about contraception; how to choose, access, and communicate use of contraception with sexual partners; when, why and how to access emergency contraception | <ul style="list-style-type: none"> <li>Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>Y12 Assembly: Healthy Positive Relationships (AT2)</li> <li>Y12 Assembly: Healthy Positive Relationships (SPT2)</li> <li>Future Ready Session 22: Financial Considerations with Parenthood</li> </ul> |
| 2. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI), including accessing condoms or other barrier methods; the role of PrEP and PEP in HIV prevention                        |                                                                                                                                                                                                                                                                                                           |
| 3. how to take responsibility for their sexual health and know when, where and how to access STI testing, advice, diagnosis, and treatment; the importance of communicating diagnosis with sexual partners             |                                                                                                                                                                                                                                                                                                           |

## Inclusion, bullying and discrimination

| Section                                                                                                                                                                                                   | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. to recognise and safely challenge prejudice and discrimination in all contexts; how intersectionality shapes people's experiences of discrimination                                                    | <ul style="list-style-type: none"> <li>Future Ready Session 1: Opportunities to make friends in new environments</li> <li>Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>Y12 Feature Lecture: British Values &amp; Rule of Law (AT2)</li> <li>Y12 Assembly: Careers Education / Staff careers (SPT1)</li> <li>Y12 Assembly: Inclusion, Bullying and Discrimination</li> <li>Y12 Feature Lecture: Your Voice: Your Vote (SPT2)</li> <li>Y13 Assembly: Inclusion, bullying and discrimination (ST1)</li> </ul> |
| 2. how the Equality Act is applied in different contexts; everyone's right to be treated with respect; the importance of proactively supporting and creating inclusive, respectful communities and spaces |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. to recognise bullying and harassment in all its forms, in the workplace or in further and higher education; ways to seek, or provide, support to resolve the situation                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Online life and online harms

| Section                                                                                                                                                                                                                                                                                                                                                          | When                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. to set and maintain clear boundaries around personal privacy and to manage their online content and contact                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Y12 Assembly: Maintaining an online presence (AT2)</li> <li>Future Ready Session 9: Considerations and issues relating to body enhancement and long term consequences</li> <li>Future Ready Session 13: Online Life and Online Harms</li> <li>Y12 Feature Lecture: Boundaries &amp; Consent</li> <li>Y12 Feature Lecture: Your Voice: Your Vote (SPT2)</li> <li>Y12 Assembly: Online Life and Online Harms (ST2)</li> </ul> |
| 2. to recognise how idealised images of bodies and pressure to conform, can adversely affect body image and self-esteem; strategies to manage this pressure                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the similarities and differences between the legal protections for young people who are over or under 18; how to respond to harmful sexual content, including methods of reporting and how to effectively seek help            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. how engaging with online content, including on social media, can expand, limit or distort perspectives (e.g. through algorithms, the promotion of mis- and disinformation, propaganda and conspiracy theories, and the use of AI and deepfakes); to recognise how content they create, share or engage with may contribute to or challenge these perspectives |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5. the push and pull factors that contribute to people's engagement with extreme narratives, (e.g. related to misogyny, faith, politics, the environment); how hateful narratives and groups can overlap and reinforce each other online; when and how to report or access help for themselves or others in relation to extremism and radicalisation             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 6. how the business model of the porn industry affects what people view; the purpose and implications of age verification for websites showing pornographic content; evidence of the harms caused by pornography to individuals (including those over 18), to relationships, and to society                                                                      | <ul style="list-style-type: none"> <li>Future Ready Session 13: Online Life and Online Harms</li> <li>Y13 Assembly: Pornographic Content Behaviours (AT1)</li> <li>Y12 Assembly: Online Life and Online Harms (ST2)</li> </ul>                                                                                                                                                                                                                                     |



|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. that pornography normalises and promotes sexual behaviours that are harmful, distressing or illegal (e.g. strangulation); how to respond to pressure to behave in unhealthy or harmful ways, and seek appropriate help and support if needed 8. the implications and pot | <ul style="list-style-type: none"> <li>• Future Ready Session 13: Online Life and Online Harms</li> <li>• Y13 Assembly: Pornographic Content Behaviours (AT1)</li> <li>• Y12 Assembly: Online Life and Online Harms (ST2)</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Mental health and wellbeing

| Section                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills)                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 8: Identifying and evidencing strengths and skills</li> <li>• Future Ready Session 9: Considerations and issues relating to body enhancement and long term consequences</li> <li>• Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>• Y12 Assembly: Enrichment Choices (AT1)</li> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Y12 Assembly: Assessment Week Preparation (AT2)</li> <li>• Y12 Assembly: Mental Health &amp; Wellbeing (AT2)</li> <li>• Y12 Assembly: Healthy Lifestyles (ST2)</li> <li>• Y12 Assembly: Mock Exam Preparation (ST2)</li> <li>• Y13 Assembly: Mock Preparation (AT2)</li> </ul> |
| 2. how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. about common mental health issues, such as anxiety and depression, and strategies to manage these (including when and how to seek professional advice and support)                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse *, and when they, or others, need support; how to seek reliable, accurate and safe advice and support * Avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for students who are more vulnerable (e.g. personal accounts of weight change) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5. to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

#### Healthy lifestyles

| Section                                                                                                                                                                                                                                                                               | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. how to take responsibility for monitoring personal health and wellbeing, including registering with and accessing health services in new locations (e.g. GP, dentist, sexual health clinic, specialist services)                                                                   | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Y13 Assembly: Registering with a GP / Dentist and other services (ST2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. how to maintain a balanced diet and plan meals to prepare themselves, especially on a budget                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Y13 Assembly: Maintaining a balanced diet / Sport and Exercise (ST2)</li> <li>• Y12 Assembly: Assessment Week Preparation (AT2)</li> <li>• Y12 Assembly: Mock Exam Preparation (ST2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. the importance of maintaining work-life balance; strategies to balance study and work with rest, sleep, regular exercise, spending time with friends and online habits                                                                                                             | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>• Y12 Assembly: Assessment Week Preparation (AT2)</li> <li>• Y12 Assembly: Mental Health &amp; Wellbeing (AT2)</li> <li>• Y12 Assembly: Healthy Lifestyles (ST2)</li> <li>• Y12 Assembly: Mock Exam Preparation (ST2)</li> <li>• Y13 Assembly: Registering with a GP / Dentist and other services (ST2)</li> </ul> |
| 4. about common and serious illnesses and conditions, including 'freshers' flu', glandular fever, meningitis and sepsis; when, where, and how to access appropriate help (e.g. pharmacist, GP, A&E); how to advocate for self or others when communicating with medical professionals | <ul style="list-style-type: none"> <li>• Y13 Assembly: Healthy Lifestyles (ST1)</li> <li>• Y13 Assembly: Registering with a GP / Dentist and other services (ST2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. the importance of sun safety, warning signs of skin damage, including skin cancers, breast awareness                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Future Ready Session 9: Considerations and issues relating to body enhancement and long term consequences</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                              |                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and self-examination, testicular self-examination and cervical screening; how and when to carry out breast and testicular self-examination                   | <ul style="list-style-type: none"> <li>• Y13 Assembly: Healthy Lifestyles (ST1)</li> <li>• Y13 Assembly: Registering with a GP / Dentist and other services (ST2)</li> </ul> |
| 6. reliable sources of medical and health information; how to evaluate media messages about health and make informed decisions, including about vaccinations |                                                                                                                                                                              |
| 7. about considerations and issues relating to body enhancement or alteration, including long-term consequences                                              |                                                                                                                                                                              |

#### Drug education

| Section                                                                                                                                                                                                                    | When                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. about different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs; the long- and short-term health impacts of different substances | <ul style="list-style-type: none"> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Life Skills Enrichment: Emergency First Aid</li> </ul>                                                                               |
| 2. about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad                          | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> </ul> |
| 3. assess how alcohol and drug use can affect decision making, consent and personal safety,                                                                                                                                | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Y12 Assembly: XMAS Festive Period (AT2)</li> </ul>                    |

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| including sexual consent, safe travel, drink spiking and the importance of looking out for friends                                    | <ul style="list-style-type: none"> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> </ul>                                                                                                                                                                                                                                                    |
| 4. how different influences can affect decision making related to alcohol and other drugs, and how to manage them                     | <ul style="list-style-type: none"> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> <li>• Life Skills Enrichment: Emergency First Aid</li> </ul>  |
| 5. to recognise dependency or signs of a substance use disorder in themselves or others; how to access appropriate sources of support | <ul style="list-style-type: none"> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels (ST2)</li> <li>• Life Skills Enrichment: Emergency First Aid</li> </ul> |

#### Managing risk and personal safety

| Section                                                                                                                                                              | When                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. to assess risk in a wide range of contexts; how to manage risks, including de-escalating or exiting unsafe situations                                             | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> <li>• Y12 Feature Lecture: The Rule of Law (AT2)</li> <li>• Y13 Assembly: Exploring Africa (AT2)</li> <li>• Future Ready Session 20: Travelling Abroad Safely</li> <li>• Y13 Assembly: First Aid (AT2)</li> <li>• Y13 Feature Lecture: "Safe Drive: Stay Alive" (AT1)</li> </ul> |
| 2. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. to travel safely around the UK and abroad; about the law, rights and responsibilities when travelling abroad, including passport, visa and insurance requirements | <ul style="list-style-type: none"> <li>• Y13 Assembly: Exploring Africa (AT2)</li> <li>• Y13 Assembly: Travelling round Europe and beyond (SMT1)</li> <li>• Future Ready Session 20: Travelling Abroad Safely</li> <li>• Y13 Feature Lecture: "Safe Drive: Stay Alive" (AT1)</li> </ul>                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. how to respond to situations involving aggression, conflict, violence, or weapons; the importance of prioritising personal safety and reporting incidents                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: "Boundaries and Consent" (AT1)</li> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> </ul>                                                                                                                                                                       |
| 5. how to identify when something they are being encouraged or pressured to do is illegal; to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon; when and how to seek help or report concerns for themselves or others and overcome barriers to doing so | <ul style="list-style-type: none"> <li>• Y12 Feature Lecture: The Rule of Law (AT2)</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> <li>• Y13 Assembly: First Aid (AT2)</li> <li>• Life Skills Enrichment: Emergency First Aid</li> </ul>                                                                                                                                                                                                     |
| 6. how to perform first aid and when to call emergency services, even when there may be legal implications (e.g. situations involving alcohol, drugs, weapons or other criminal activity)                                                                                                                             | <ul style="list-style-type: none"> <li>• Future Ready Session 11: About different legal and illegal substances, including over-the-counter and prescription medicines, vapes, controlled, synthetic or adulterated drugs</li> <li>• Y12 Assembly: Managing Personal Safety: Street Angels(ST2)</li> <li>• Y12 Feature Lecture: The Rule of Law (AT2)</li> <li>• Y13 Extended Assembly: First Aid (AT2)</li> <li>• Life Skills Enrichment: Emergency First Aid</li> </ul> |

## Section 2 Economic Wellbeing and Careers Education

### Economic wellbeing

| Section                                                                                                                                                             | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. about the range of banking and personal finance services and how to access reliable advice                                                                       | <ul style="list-style-type: none"> <li>• Future Ready Session 6: Understanding a Payslip</li> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Next Steps Activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2. how to plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university); how to access student loans and financial support | <ul style="list-style-type: none"> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 6: Understanding a Payslip</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Future Ready Session 20: Travelling Abroad Safely</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Next Steps Activities</li> <li>• Y13 Assembly: Economic Wellbeing (SPT1)</li> <li>• Y13 Assembly: Making University Choices / Student Finance (ST2)</li> <li>• Life Skills Enrichment: Savings and Investments</li> <li>• Life Skills Enrichment: University Survival Skills</li> <li>• Life Skills Enrichment: Cooking on a budget</li> </ul> |
| 3. about salary deductions, taxation, national insurance and the features of a payslip                                                                              | <p>Feature Lecture: Next Steps</p> <ul style="list-style-type: none"> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



|                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Future Ready Session 6: Understanding a Payslip</li> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Next Steps Activities</li> <li>• Y13 Assembly: Economic Wellbeing (SPT1)</li> <li>• Y13 Assembly: Making University Choices / Student Finance (ST2)</li> <li>• Life Skills Enrichment: Savings and Investments</li> </ul> |
| 4. how to evaluate short- and long-term savings options; how to make decisions about pension contributions                                                                                            | <ul style="list-style-type: none"> <li>• Future Ready Session 6: Understanding a Payslip</li> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Next Steps Activities</li> <li>• Life Skills Enrichment: Savings and Investments</li> <li>•</li> </ul>                                                                                                                                                                      |
| 5. to manage financial contracts, e.g. mobile phone services, renting items and accommodation; how to identify appropriate advice                                                                     | <ul style="list-style-type: none"> <li>• Assembly: Year 13 Spring Term 1</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Y13 Assembly: Economic Wellbeing (ST1)</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| 6. about interest rates, credit scores and credit agreements; to evaluate the potential gains and risks of different debt arrangements and repayment implications                                     | <ul style="list-style-type: none"> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Y12 Assembly: Banking &amp; Personal Finance (SPT2)</li> <li>• Y13 Assembly: Economic Wellbeing (ST1)</li> <li>• Y13 Assembly: Making University Choices / Student Finance (ST2)</li> <li>• Life Skills Enrichment: Savings and Investments</li> </ul>                                                                                                                                                |
| 7. about consumer rights, including how to resolve disputes and access appropriate support                                                                                                            | Y12 Feature Lecture: British Values & Rule of Law (AT2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8. to evaluate the risks in different financial ventures, including illegal schemes and other high-risk online financial activity, e.g. illegal money transfers, cryptocurrencies, scams and gambling | <ul style="list-style-type: none"> <li>• Future Ready Session 12: Banking and personal finance services / interest rates / credit scores / debt management arrangements</li> <li>• Y12 Feature Lecture: British Values &amp; Rule of Law (AT2)</li> <li>• Life Skills Session: The risks and rewards of cryptocurrency</li> </ul>                                                                                                                                                                                                                                                        |

#### Careers education: aspirations, learning and work

| Section                                                                                                                                                                             | When                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. how to effectively manage the transition to post-16 education, take increased responsibility for their learning, and seek out new challenges in all aspects of learning and work | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 3: Effective Independent Study</li> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 8: Identifying and evidencing strengths and skills</li> <li>• Future Ready Session 10: WEX Support for Identified Students</li> <li>• Future Ready Session 12: UCAS Discovery: Howtomakethemostoutoftheevent/evaluatepost19 options</li> <li>• Future Ready Session 15: Next Steps Reflection</li> <li>• Future Ready Session 16: Super Curricular Summer Tasks &amp; Personal Statement</li> <li>• Future Ready Session 17: Setting Ambitious but Realistic Next Steps Goals (Application Update)</li> <li>• Future Ready Session 18 &amp; 19: Next Steps Update</li> <li>• Future Ready Session 20: Travelling Abroad Safely</li> <li>• Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>• Y12 Assembly: Enrichment Choices (AT1)</li> <li>• Y12 Assembly: Headteacher "Succeeding at GA6 and Beyond</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Unusual Careers "Thinking Beyond University" (AT2)</li> <li>• Y12 Assembly: Maintaining an Online Presence (AT2)</li> <li>• Y12 Assembly: Careers Education / Staff careers (SPT1)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Y12 Assembly: UCAS Discovery Trip Preparation (ST2)</li> <li>• Y12 Assembly: Year 13 Students Sharing their pathways and advice (ST2)</li> <li>• Next Steps Activities</li> <li>• Year 12 Work Experience</li> <li>• Y13 Assembly: Enrichment in Y13 (AT1)</li> </ul> |
| 2. to set ambitious, realistic career and life goals matched to personal values, interests, strengths and skills                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



|                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Y13 Assembly: Succeeding at Ga6 and Beyond (AT1)</li> <li>• Y13 Assembly: UCAS Deadline (ST1)</li> <li>• Y13 Assembly: Replying to UCAS Offers / apprenticeship applications (ST1)</li> <li>• Y13 Feature Lecture: Beyond Chat GPT: AI for Work and Life: (ST1)</li> <li>• Y13 Assembly: Making University Choices / Student Finance (ST2)</li> <li>• Y13 Assembly: Results Day / Deferring / Clearing Reapplying (SMT2)</li> <li>• Life Skills Enrichment: Master the art of the pro CV</li> <li>• Life Skills Enrichment: Introduction to Sign Language</li> <li>• Life Skills Enrichment: University Survival Skills</li> <li>• Life Skills Enrichment: Careers in the Finance Industry</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 3. to evaluate post-19 options, including higher education, further training, apprenticeships, work, different career pathways, and gap year opportunities | <ul style="list-style-type: none"> <li>• Future Ready Session 3: Effective Independent Study</li> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 10: WEX Support for Identified Students</li> <li>• Future Ready Session 12: UCAS Discovery: Howtomakethemostoutoftheevent/evaluatepost19 options</li> <li>• Future Ready Session 15: Next Steps Reflection</li> <li>• Future Ready Session 16: Super Curricular Summer Tasks &amp; Personal Statement</li> <li>• Future Ready Session 17: Setting Ambitious but Realistic Next Steps Goals (Application Update)</li> <li>• Future Ready Session 18 &amp; 19: Next Steps Update</li> <li>• Future Ready Session 20: Travelling Abroad Safely</li> <li>• Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Unusual Careers "Thinking Beyond University" (AT2)</li> <li>• Y12 Assembly: Careers Education / Staff careers (SPT1)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Y12 Assembly: UCAS Discovery Trip Preparation (ST2)</li> <li>• Y12 Assembly: Year 13 Students Sharing their pathways and advice (ST2)</li> <li>• Next Steps Activities</li> <li>• Y13 Assembly: Alternative Courses (AT1)</li> <li>• Y13 Assembly: Apprenticeships (AT1)</li> <li>• Y13 Assembly: Exploring Africa (AT2)</li> <li>• Y13 Assembly: UCAS Deadline (ST1)</li> <li>• Y13 Assembly: Replying to UCAS Offers / apprenticeship applications (ST1)</li> </ul> |

|                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Y13 Feature Lecture: Beyond Chat GPT: AI for Work and Life: (ST1)</li> <li>• Y13 Assembly: Making University Choices / Student Finance (ST2)</li> <li>• Y13 Assembly: Results Day / Deferring / Clearing Reapplying</li> <li>• Life Skills Enrichment: AI (Future of the changing Labour Market)</li> <li>• Life Skills Enrichment: Careers in the Finance Industry</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4. how education and career choices can be positively and negatively impacted by social, political, economic, technological and environmental change                                                                           | <ul style="list-style-type: none"> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 8: Identifying and evidencing strengths and skills</li> <li>• Future Ready Session 12: UCAS Discovery: Howtomakethemostoutoftheevent/evaluatepost19 options</li> <li>• Future Ready Session 15: Next Steps Reflection</li> <li>• Future Ready Session 17: Setting Ambitious but Realistic Next Steps Goals (Application Update)</li> <li>• Future Ready Session 18 &amp; 19: Next Steps Update</li> <li>• Future Ready Session 23: Skills and strategies to confidently manage the next life stage</li> <li>• Y12 Assembly: Enrichment Choices (AT1)</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Unusual Careers "Thinking Beyond University" (AT2)</li> <li>• Y12 Assembly: Careers Education / Staff careers (SPT1)</li> <li>• Future Ready Session 8</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Y12 Assembly: UCAS Discovery Trip Preparation (ST2)</li> <li>• Y12 Assembly: Year 13 Students Sharing their pathways and advice (ST2)</li> <li>• Y13 Assembly: Alternative Courses (AT1)</li> <li>• Y13 Assembly: Apprenticeships (AT1)</li> <li>• Y13 Assembly: Succeeding at Ga6 and Beyond (AT1)</li> <li>• Y13 Feature Lecture: Beyond Chat GPT: AI for Work and Life: (ST1)</li> <li>• Life Skills Enrichment: Master the art of the pro CV</li> <li>• Life Skills Enrichment: Present like a Pro</li> <li>• Life Skills Enrichment: University Survival Skills</li> <li>• Life Skills Enrichment: Interview Masterclass</li> <li>• Life Skills Enrichment: AI (Future of the changing Labour Market)</li> <li>• Life Skills Enrichment: The World of Work</li> <li>• Life Skills Enrichment: Careers in the Finance Industry</li> </ul> |
| 5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities, recognising that there are different recruitment and selection processes in different industries |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. how to produce a concise and compelling personal statement and curriculum vitae (CV), and prepare effectively for interviews                                                | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 3: Effective Independent Study</li> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 8: Identifying and evidencing strengths and skills</li> <li>• Future Ready Session 10: WEX Support for Identified Students</li> <li>• Future Ready Session 15: Next Steps Reflection</li> <li>• Future Ready Session 16: Super Curricular Summer Tasks &amp; Personal Statement</li> <li>• Future Ready Session 17: Setting Ambitious but Realistic Next Steps Goals (Application Update)</li> <li>• Future Ready Session 18 &amp; 19: Next Steps Update</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Next Steps Activities</li> <li>• Y13 Assembly: Apprenticeships (AT1)</li> <li>• Y13 Feature Lecture: Beyond Chat GPT: AI for Work and Life: (ST1)</li> <li>• Life Skills Enrichment: Master the art of the pro CV</li> <li>• Life Skills Enrichment: Present like a Pro</li> <li>• Life Skills Enrichment: Interview Masterclass</li> <li>•</li> </ul> |
| 7. how to maintain their online presence to maximise career opportunities and mitigate potential reputational risks                                                            | <ul style="list-style-type: none"> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Maintaining an online presence (AT2)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Y13 Assembly: Apprenticeships (AT1)</li> <li>• Life Skills Enrichment: The World of Work</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8. about rights and responsibilities in all types of employment, including part-time or full-time work, casual, freelance or zero-hours contract, or jobs in the 'gig economy' | <ul style="list-style-type: none"> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y12 Feature Lecture: British Values &amp; Rule of Law (AT2)</li> <li>• Life Skills Enrichment: The World of Work</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. what is meant by, and the importance of, professional conduct; about workplace cultures and expectations in different industries and organisations; to understand and appreciate the importance of workplace policies and protocols, including health and safety, confidentiality, cyber-security and data protection | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y12 Assembly: Maintaining an online presence (AT2)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Y13 Assembly: Succeeding at GA6 and Beyond (AT1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 10. when and how to constructively challenge workplace behaviours and advocate for their rights in the workplace; the role of trade unions and professional organisations in supporting and protecting employees                                                                                                         | <ul style="list-style-type: none"> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y13 Assembly: Succeeding at Ga6 and Beyond (AT1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 11. career-related and entrepreneurial skills and attributes, including proactivity and taking initiative, organisation and time management, problem-solving, leadership and relationship-building                                                                                                                       | <ul style="list-style-type: none"> <li>• Future Ready Session 2: Enrichment Options</li> <li>• Future Ready Session 4: WEX Options / Unifrog / Checking and Writing Emails</li> <li>• Future Ready Session 5: Balancing paid work opportunities and study / Where to look for jobs</li> <li>• Future Ready Session 10: WEX Support for Identified Students</li> <li>• Future Ready Session 15: Next Steps Reflection</li> <li>• Future Ready Session 16: Super Curricular Summer Tasks &amp; Personal Statement</li> <li>• Y12 Assembly: WEX Introduction (AT1)</li> <li>• Y12 Assembly: Economic Wellbeing (AT1)</li> <li>• Y12 Assembly: Unusual Careers "Thinking Beyond University" (AT2)</li> <li>• Y12 Assembly: Maintaining an online presence (AT2)</li> <li>• Y12 Assembly: WEX (SPT1)</li> <li>• Y12 Assembly: WEX (SPT2)</li> <li>• Next Steps Activities</li> <li>• Y13 Assembly: Apprenticeships (AT1)</li> <li>• Life Skills Enrichment: Present like a Pro</li> <li>• Life Skills Enrichment: Introduction to Sign Language</li> </ul> |

|  |                                                                                             |
|--|---------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>Life Skills Enrichment: The World of Work</li> </ul> |
|--|---------------------------------------------------------------------------------------------|

| Feature LectureHeadline Topics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |               |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------|---------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year Group | When          | Speaker             |
| <p><b>Boundaries &amp; Consent:</b></p> <ol style="list-style-type: none"> <li>1. the ethical and legal responsibilities involved in seeking consent, and how to recognise enthusiastic consent; the importance of respecting and protecting people's right to give, not give, or withdraw their consent</li> <li>2. skills to effectively communicate personal boundaries, needs and wants</li> <li>3. to recognise the risks inherent in new sexual encounters; strategies to support decision making and maintain personal safety and wellbeing in these situations</li> <li>4. to evaluate power imbalances within relationships and their potential impact; to redress or respond to power imbalances</li> </ol> <p>3. assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends</p>                                                                                                                                                                                                       | 12         | Autumn Term 1 | Head of PSHE        |
| <p><b>Contraception and Parenthood</b></p> <ol style="list-style-type: none"> <li>1. the skills to confidently discuss with a sexual partner and if necessary, assert, the use of contraception</li> <li>2. to evaluate the most appropriate methods of contraception in different circumstances; how to use contraceptives effectively, including emergency contraception</li> <li>3. how fertility changes for males and females over time, including menopause; that fertility can be influenced by lifestyle factors; about reproductive health including healthy pregnancy; where to access advice and support relating to fertility, pregnancy, and miscarriage</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12         | Spring Term 1 | Head of PSHE        |
| <ol style="list-style-type: none"> <li>4. factors that influence decisions about whether and when to start a family (e.g. fertility, financial, relationship or career status); different routes to parenthood</li> <li>5. the implications of unintended pregnancy and young parenthood; the pathways available in the event of an unintended pregnancy; services available and how to access them; the importance of getting advice and support quickly</li> <li>1. the importance of seeking reliable, accurate information about contraception; how to choose, access, and communicate use of contraception with sexual partners; when, why and how to access emergency contraception</li> <li>2. how to reduce the risk of contracting or passing on a sexually transmitted infection (STI), including accessing condoms or other barrier methods; the role of PrEP and PEP in HIV prevention</li> <li>3. how to take responsibility for their sexual health and know when, where and how to access STI testing, advice, diagnosis, and treatment; the importance of communicating diagnosis with sexual partners</li> </ol> |            |               |                     |
| <p>Feature Lecture from Local MP: "Your Voice, Your Vote"</p> <ul style="list-style-type: none"> <li>- The importance of voting</li> <li>- The role of an MP</li> <li>- Initiative to support Young People</li> <li>- Q&amp;A session</li> <li>- Focus Group with Student Leadership Team</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12         | Spring Term 2 | Local MP            |
| First Aid and Emergency Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12         | Summer Term 1 | Guest Speaker       |
| <p><b>Safe Drive Stay Alive</b></p> <ol style="list-style-type: none"> <li>2. to manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>6. how to perform first aid and when to call emergency services, even when there may be legal implications (e.g. situations involving alcohol, drugs, weapons or other criminal activity)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 13         | Autumn Term 1 | Road Traffic Police |

|                                                                                                                                                                                                                                |    |               |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------|-----|
| 2. about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad                              |    |               |     |
| 3. assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends                                 |    |               |     |
| Beyond ChatGPT: AI Skills for Work and Life                                                                                                                                                                                    | 13 | Spring Term 1 | KOS |
| 4. how education and career choices can be positively and negatively impacted by social, political, economic, technological and environmental change                                                                           |    |               |     |
| 5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities, recognising that there are different recruitment and selection processes in different industries |    |               |     |

| Whole School Celebrations |                        |                                 |                                  |                             |                               |
|---------------------------|------------------------|---------------------------------|----------------------------------|-----------------------------|-------------------------------|
| Holocaust Memorial Day    | International Mens Day | Christmas and Easter<br>Ramadan | International Day of Music       | Remembrance Day             | Sustainability (Earth Day)    |
| National Poetry Day       | Pride Month            |                                 | International Day of Music       | Disability Awareness Day    | World Peace Day               |
| National Poetry Day       | LGBQ+ Month            | Careers Week                    | Valentines Day (Romance and Art) | Mental Health Week          | World Cup and Sporting Events |
| International Womens Day  | World Book Day         | International Dance Day         | Refugee Week                     | Individual Day of Languages |                               |