



## **PSHE and Life Skills**

### **Policy Review**

This policy will be reviewed in full every year.

The Policy is due for review in November 2017.

**Personal, Social and Health Education (PSHE) Policy to include the  
Sex and Relationships Education (SRE) Policy General Introduction**

Personal, Social and Health Education is an integral part of the Steiner Curriculum and is fully integrated into the general approach to the education and across many subjects. From the earliest age parents are encouraged to give healthy rhythms and build a balanced habit life for the young child. This is supported by the education in Kindergarten. Families are encouraged to have healthy diet. This leads into the School's healthy approach to food at school. Personal well-being and safety is brought by example to the young child and little by little this is introduced more consciously as the pupils grow older. Social and Health education is intrinsic in the whole approach to pupils, pastoral care and behaviour code and management. Pupils learn by experience then by practice. This is furthered through the Science 'programme', with Main Lessons such as Health and Nutrition, Human Biology, Embryology and Sex and Relationship Education (SRE).

### **Aims and Objectives**

- To enable pupils to understand the importance of Life Skills in order that they may take their place in society as informed independent and responsible individuals throughout their lives.
- To encourage pupils to respectfully consider the needs, opinions and rights of others.
- To stimulate a growing awareness of moral values, enabling pupils to accept full responsibility for their own actions.
- To enable pupils to reach their full potential, and on leaving the School be able to make informed, realistic and responsible decisions, by providing them with all the guidance, advice and information necessary.

Statutory guidelines for PSHE fall under the following areas for Classes 6 –10:

### **PERSONAL WELL BEING**

Personal Identities  
Healthy Lifestyles  
Risk  
Relationships  
Diversity

### **ECONOMIC WELLBEING AND FINANCIAL CAPABILITY**

Career  
Capability  
Risk  
Economic Understanding (See Life Skills provision framework document for the broader PSHE curriculum).

## **Sex and Relationships Education Policy**

A Department of Health publication, "The Health of the Nation", recognises that sex education is a vital element in promoting sexual well-being and in reducing the rates of unwanted pregnancy and sexually transmitted diseases and control of HIV and AIDS. However, we need to recognise that some authorities, such as the Family Education Trust, believe that sex education may actually promote sexual experimentation. We aim to take note of both views within the context of the Steiner Waldorf setting.

### **Our Statutory Duty**

The Trustees are required to have a written statement of the policy available to parents. The statement must be drawn up in consultation with College. College will ensure that any SRE is provided in a way that ensures pupils are taught about the nature of marriage, healthy partnerships and their importance to family life and for bringing up children.

### **Children with special needs**

SRE teaching and resources are differentiated as appropriate to address the needs of pupils with SEN in order for them to have full access to the content of SRE.

### **Equal Opportunities**

The SRE programme endeavours to engage boys and girls equally. If pupils are struggling within relationships, the school will try to provide relevant support.

Under Section 241 of the 1993 Education Act Parents have the right to withdraw their children from all or part of any SRE provided, but not from teaching the biological aspects of human growth and reproduction. Any parent or guardian wishing to do so is encouraged to discuss the matter fully with the programme coordinator and/or the child's teacher prior to making a final decision. Pupils will be taught about controlling fertility as part of the SRE programme. Pupils who have been withdrawn from the programme are entitled to advice on this subject and may seek guidance as to where they may receive confidential information and treatment.

Views of parents/carers will be invited when updating our SRE policy. The policy will also be available on our website.

### **OVERALL AIMS of the Life Skills (PSHE) policy:**

- To provide an age appropriate programme of study which will awaken the pupils to the changes and the subsequent choices these bring as they journey through childhood and puberty towards adulthood.
- To ensure the teaching of human growth and reproduction as set out in the Steiner Waldorf Curriculum.
- To complement and support the role of parents/carers in educating their children about relationships and sexuality; recognising that the prime responsibility for bringing up children rests with parents/carers.
- To provide a formal counterbalance to the informal learning from television, radio, magazines, newspapers, gossip, jokes, and various other sources.
- To enable our pupils to develop healthy, responsible and respectful relationships.
- To ensure that SRE remains a natural part of the curriculum, taught with the right emphasis within an appropriate context. This will be provided inclusively and without question to all pupils.
- To encourage healthy attitudes towards moral issues through the development of good communication and decision making skills.
- To foster self-esteem, self awareness and the right to make healthy personal choices which will include the right /avoid and resist unwanted sexual experiences.

### **Implementation**

The programme will be taught by the class teachers/Upper School Subject Teachers with the expertise of professionals where appropriate. Other external providers with particular expertise may be invited to cover specialist areas from time to time.

### **Effectiveness of the programme**

The programme will be evaluated annually. The school will ensure that leaflets and any other written or audiovisual material will be selected from the best that is available which parents are welcome to view at any time.

### **Confidentiality**

Staff cannot offer or guarantee students unconditional confidentiality. Pupils will therefore be encouraged to speak in general terms, rather than personal. It is usual practice for 'rules' to be agreed with each class at the start of a series of sessions. Respect towards one another for what is said during a session is of paramount importance. Teachers are not legally bound to inform parents/carers of any disclosures but any concerns from members of staff following a disclosure by a pupil in the classroom will be referred to the Child Protection Officer, with the pupil's knowledge. The School's Child Protection Policy would then be followed in this event.

## Expected Outcomes

Students will be able to make informed choices in their sexual and platonic relationships. They will be confident about and value the choices they make.

They will know where to seek help and advice should the need arise in the future.

**Policy reviewed:** November 2014

**Related policies:** Curriculum framework, Drug and illegal substances policy, SRE policy, Child Protection, see also Inclusion, Equal Opportunities and SEN

## The SRE Programme of Study OVERALL AIMS AND OBJECTIVES

**These will form the basis of all teaching regardless of age**

- Teachers will endeavour to provide constant reassurance that change is part of the life cycle and to give help in adjusting to such change.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or social activities develop.
- To learn to respect each other as individuals, and to encourage boys and girls to understand and honour one another.
- To appreciate through realistic and sensitive discussion the value of a stable family life, marriage/partnerships and the responsibility of parenthood.
- To inform students about how they can access advice and support.
- To enable students to acquire the skills and knowledge to make informed choices about their personal and sexual relationships so that they can enjoy their sexuality without harm.

When necessary, this programme will be delivered by experts in prearranged sessions with a teacher present.

Overarching Concepts
<b>Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
<b>Relationships</b> (including different types and in different settings)
<b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)
<b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)
<b>Diversity and equality</b> (in all its forms)
<b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)
<b>Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
<b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
<b>Career</b> (including enterprise, employability and economic understanding)

<b>Essential Skills</b>		
<b>The intrapersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide variety of settings</b>	<b>Skills of enquiry</b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

## **CURRICULUM CONTENT**

### **CLASSES 1-5 -To be brought by the class teacher**

How do we listen and care for each other?  
 Learning how to manage our feelings.  
 How can we make healthy relationships?  
 What is love and being in love?  
 Understanding the importance of Family and Friends.  
 Difference and Diversity, including understanding disability  
 Bullying and feeling safe  
 Personal Hygiene

### **Classes 6, 7 & 8**

To be brought by the class teacher if possible but specialist teacher available. Content will be notified to parents so any issues can be discussed with the class teacher.

Looking at the physical and emotional changes from girl/boyhood to woman/manhood. Personal hygiene and menstruation. Feelings; moods; friendships; self respect and self esteem.

Physical Development - Looking again at body changes; menstruation; wet dreams; masturbation; what is normal; bras; sanitary protection; pain relief and personal hygiene.

Emotional Development –Looking again at feelings; moods/mood swings; PMT; friendships; homophobia; self respect and self esteem.

Bullying including cyber bullying and online safety

Self Esteem; The power of the Media; What does a normal body look like?

## **Class 1**

### **Core Theme 1 - Health and wellbeing**

#### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 1 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	
2. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	
3. To differentiate between risk, danger and hazard;	
4. That germs can affect health and that following simple routines can reduce their spread;	
5. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	

### **Core theme 2 - relationships**

#### **Teaching will include –**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help

5. How to respect equality and diversity in relationships.

<b>Class 1 - Health and wellbeing</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise and respond appropriately to a wider range of feelings in others	
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	
9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	



12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	
14. To recognise and challenge stereotypes	

**Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

**Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

<b>Class 1 – Living in the wider world Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	
2. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally	
3. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
4. To think about the lives of people living in other places, and people with different values and customs	

## Class 2

### **Core Theme 1 - Health and wellbeing**

#### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 2 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	
2. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	
3. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
4. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	
5. To differentiate between risk, danger and hazard	
6. That germs can affect health and that following simple routines can reduce their spread	
7. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	
8. What is meant by the term 'habit' and why habits can be hard to change	

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**Core theme 2 - relationships**

**Teaching will include –**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

<b>Class 2 - relationships Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise and respond appropriately to a wider range of feelings in others	
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	

9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	
14. To recognise and challenge stereotypes	

### **Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

#### **Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

<b>Class 2 – Living in the wider world</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	

2. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally	
3. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
4. To think about the lives of people living in other places, and people with different values and customs	

### Class 3

#### **Core Theme 1 - Health and wellbeing**

##### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 3 - Health and wellbeing</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	
2. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	
3. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
4. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	
5. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	
6. To differentiate between risk, danger and hazard	
7. That germs can affect health and that following simple routines can reduce their spread	
8. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	

9. What is meant by the term 'habit' and why habits can be hard to change	
10. About people who are responsible for helping them stay healthy and safe and ways that they can help these people	

**Core theme 2 - relationships**

**Teaching will include –**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

<b>Class 3 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise and respond appropriately to a wider range of feelings in others	
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	

7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	
9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	
14. To recognise and challenge stereotypes	

### **Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

#### **Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.



<b>Class 3 – Living in the wider world</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	
2. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally	
3. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
4. To think about the lives of people living in other places, and people with different values and customs	
5. About the role money plays in their own and others' lives, including how to manage their money	

## Class 4

### **Core Theme 1 - Health and wellbeing**

#### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 4 - Health and wellbeing</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	
2. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	
3. What positively and negatively affects their physical, mental and emotional health (including the media)	
4. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' to recognise how images in the media do not always reflect reality and can affect how people feel about themselves	
5. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
6. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	
7. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	
8. To differentiate between risk, danger and hazard	

9. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment, Bikeability scheme, accident prevention and road and cycle safety) and to use this as an opportunity to build resilience	
10. That germs can affect health and that following simple routines can reduce their spread	
11. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	
12. School rules about health and safety, basic emergency aid procedures, where and how to get help	
13. Safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)	
14. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	

## Core theme 2 - relationships

### Teaching will include –

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Class 4 - relationships Students should have the opportunity to learn -	Exemplar teaching activities and opportunities
1. To recognise and respond appropriately to a wider range of feelings in others	

2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	
9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	
14. To recognise and challenge stereotypes	

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**Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

**Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people’s lives
8. A basic understanding of enterprise.

<b>Class 4 – Living in the wider world</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	
2. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally	
3. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
4. To think about the lives of people living in other places, and people with different values and customs	

## Class 5

### **Core Theme 1 - Health and wellbeing**

#### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 5 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	
2. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	
3. What positively and negatively affects their physical, mental and emotional health (including the media)	
4. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	
5. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves	
6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	
7. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	
8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	

9. To differentiate between risk, danger and hazard	
10. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment, Bikeability scheme, accident prevention and road and cycle safety) and to use this as an opportunity to build resilience	
11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe	
12. That germs can affect health and that following simple routines can reduce their spread;	
13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	
14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	
15. School rules about health and safety, basic emergency aid procedures, where and how to get help	
16. What is meant by the term 'habit' and why habits can be hard to change	

## Core theme 2 - relationships

### Teaching will include –

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

<b>Class 5 - relationships</b>	<b>Exemplar teaching activities and opportunities</b>
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<b>Students should have the opportunity to learn -</b>	
1. To recognise and respond appropriately to a wider range of feelings in others	
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	
9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	



14. To recognise and challenge stereotypes	

**Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

**Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people’s lives
8. A basic understanding of enterprise.

<b>Class 5 – Living in the wider world</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
5. Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	
6. To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally	
7. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
8. To think about the lives of people living in other places, and people with different values and customs	
9. To explore and critique how the media present information	

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## **Classes 6-8 (middle school)**

### **Core Theme 1 - Health and wellbeing**

#### **Teaching will include -**

1. What is meant by a healthy life-style
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. How to manage change, including transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

<b>Class 6-8 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	
2. How their body will, and emotions may, change as they approach and move through puberty	
3. About human reproduction	
4. Safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)	
5. Benefits of physical exercise and what might influence choice, importance of sleep	

### **Core theme 2 - relationships**

#### **Teaching will include –**

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help

5. How to respect equality and diversity in relationships.

<b>Class 6-8 - relationships</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To recognise and respond appropriately to a wider range of feelings in others	
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support	
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families	
5. That their actions affect themselves and others	
6. To judge what kind of physical contact is acceptable or unacceptable and how to respond	
7. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
8. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect other points of view	
9. To work collaboratively towards shared goals	
10. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others as well as themselves	
11. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	

12. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and know how to ask for help	
13. To recognise and manage 'dares'	
14. To recognise and challenge stereotypes	

**Core Theme 3: Living in the wider world – Economic well-being and being a responsible citizen**

**Teaching will include –**

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

<b>Class 6-8 – Living in the wider world Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	
2. To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	
3. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	
4. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of taxes eg.VAT), profit, loss and cash flow	

## Class 9

### **Core theme 1 – Health and wellbeing**

#### **Teaching will include –**

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing including sexual health\*
3. About parenthood and the consequences of teenage pregnancy
4. How to assess and manage risks to health and to stay, and keep others, safe
5. How to identify and access help, advice and support
6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. How to respond in an emergency including administering first aid
8. The role and influence of the media on lifestyle

*\* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.*

<b>Class 9 - Health and wellbeing Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. to recognise their personal strengths and how this affects their self-confidence and self-esteem	Discussion and activities in sponsor lesson. Investigating computer programme to help determine strengths.
2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem	Discussion with individual teachers, student attendance at consultation evenings in all Upper school classes.
3. to be able to accept helpful feedback or reject unhelpful criticism	Discussion with individual teachers, student attendance at consultation evenings in all Upper school classes.
4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment	
5. the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)	
6. the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.	

7. the importance of taking increased responsibility for their own personal hygiene	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
8. the purpose and importance of immunisation and vaccination	GCSE Biology OCR B2 module lessons
9. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
10. about contraception, including the condom and pill (see also <i>Relationships</i> )	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
11. the importance of balance between work, leisure and exercise	Sponsor lessons and discussion
12. what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)	GCSE Biology OCR lessons
13. what might influence their decisions about eating a balanced diet	GCSE Biology OCR B2 module lessons
14. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity
15. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity
16. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	
17. the positive and negative roles played by drugs in society (including alcohol)	Talk and workshop from visiting speaker, discussion in class 9 main lesson about alcohols
18. factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse	Talk and workshop from visiting speaker, discussion in class 9 main lesson about alcohols
19. to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence	Talk and workshop from visiting speaker, discussion in class 9 main lesson about alcohols

20. the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke	Talk and workshop from visiting speaker, discussion in class 9 main lesson about alcohols
21. the safe use of prescribed and over the counter medicines	
22. the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'	
23. about how to access local health services	
24. about cancer and cancer prevention, including healthy lifestyles, acknowledging that childhood cancers are rarely caused by lifestyle choices	

## Core themes 2 - Relationships

### Teaching will include –

1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. About the concept of consent in a variety of contexts (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support.

<b>Class 9 - Relationships</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. Civil partnerships and marriage are public demonstrations of commitment by people who are of legal age to make one	Life skills main lesson discussions
2. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)	Trip to Embercombe, sponsor lesson and Religion lesson discussions
3. to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise	Trip to Embercombe



4. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness	Trip to Embercombe
5. to explore the range of positive qualities people bring to relationships	Life skills main lesson discussions
6. that relationships can cause strong feelings and emotions (including sexual attraction)	Life skills main lesson discussions
7. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships	Life skills main lesson discussions
8. that the media portrayal of relationships may not reflect real life	Life skills main lesson discussions
9. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)	Life skills main lesson discussions
10. the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children	Life skills main lesson discussions
11. that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.	Life skills main lesson discussions
12. the roles and responsibilities of parents, carers and children in families	Life skills main lesson discussions
13. how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement	Religion lesson discussion?
14. to understand the importance of friendship and to begin to consider love and sexual relationships in this context	Life skills main lesson discussions
15. to understand what expectations might be of having a girl/boyfriend	Life skills main lesson discussions
16. to consider different levels of intimacy and their consequences	Life skills main lesson discussions

17. to acknowledge the right not to have intimate relationships until ready	Life skills main lesson discussions
18. about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)	Life skills main lesson discussions
19. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.	Life skills main lesson discussions
20. to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
21. about contraception, including the condom and pill (see also 'Health') and the importance of communication and negotiation in contraceptive use	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
22. about the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
23. to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)	
24. about the difference between sex, gender identity and sexual orientation	
25. to recognise that there is diversity in sexual attraction and developing sexuality	
26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.	
27. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so	
28. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted	

29. the support services available should they feel or believe others feel they are being abused and how to access them	
30. to recognise peer pressure and have strategies to manage it	
31. to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate	
32. to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns	
33. about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)	
34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)	

### Core theme 3 - Living in the wider world

#### Teaching will include –

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

<b>Class 9 – Living in the wider world Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices	Religion lesson and sponsor lesson discussions
2. the knowledge and skills needed for setting realistic and challenging personal targets and goals	Individual subject teacher feedback and discussions, sponsor lesson discussions

3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities	
4. to learn about Universal rights and National law	
5. about the potential tensions between human rights, British law and cultural and religious expectations and practices	
6. support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored	
7. about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination	
8. to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations	
9. about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills	Individual subject lessons
10. to assess and manage risk in relation to financial decisions that young people might make	
11. about gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this	
12. to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments)	
13. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	

## Class 10

### Core theme 1 – Health and wellbeing

#### Teaching will include –

1. How to manage transition
2. How to maintain physical, mental and emotional health and wellbeing including sexual health\*
3. About parenthood and the consequences of teenage pregnancy
4. How to assess and manage risks to health and to stay, and keep others, safe
5. How to identify and access help, advice and support
6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. How to respond in an emergency including administering first aid
8. The role and influence of the media on lifestyle

\* Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

<b>Class 10 - Health and wellbeing</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. to evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others	
2. to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism	
3. the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity, sponsor lessons to discuss exam stress and anxiety
4. strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity, sponsor lessons to discuss exam stress and anxiety
5. where and how to obtain health information, advice and support (including sexual health services)	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
6. to take increased responsibility for monitoring their own health (including testicular and breast self-examination)	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian

7. how lifestyle choices affect a foetus	Biology lessons?
8. about STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk	Talk and workshop from visiting sex education speaker Barbara Hastings-Asatourian
9. to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity
10. about health risks and issues related to this, including cosmetic procedures	Talk and workshop from visiting speaker from EDS Eating Disorder Support charity
11. how to recognise and follow health and safety procedures	
12. how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts	First aid course
13. about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)	
14. the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke	
15. understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns	
16. the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle	

### Core theme 3 - Living in the wider world

#### Teaching will include –

6. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
7. How to make informed choices and be enterprising and ambitious
8. How to develop employability, team working and leadership skills and develop flexibility and resilience
9. About the economic and business environment
10. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

<b>Class 10 – Living in the wider world</b> <b>Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. a knowledge of basic first aid and life-saving skills	First aid course
2. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability	1 to 1 meetings with Daniel Bryan to discuss
3. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work	1 to 1 meetings with Daniel Bryan to discuss, 'Professions in Our Community' evening
4. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks	1 to 1 meetings with Daniel Bryan to discuss
5. about different work roles and career pathways, including clarifying their own early aspirations	1 to 1 meetings with Daniel Bryan to discuss, 'Professions in Our Community' evening
6. about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment	1 to 1 meetings with Daniel Bryan to discuss, 'Professions in Our Community' evening
7. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process	1 to 1 meetings with Daniel Bryan to discuss, 'Professions in Our Community' evening

## Class 11

### Core theme 3 - Living in the wider world

#### Teaching will include –

11. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
12. How to make informed choices and be enterprising and ambitious
13. How to develop employability, team working and leadership skills and develop flexibility and resilience
14. About the economic and business environment
15. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

<b>Class 11 Students should have the opportunity to learn -</b>	<b>Exemplar teaching activities and opportunities</b>
1. the benefits of being ambitious and enterprising in all aspects of life	
2. about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality	
3. about different types of business, how they are organized and financed	
4. about checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS	