

Term/ Week	Topic/Lesson content	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>Behaviour for Learning</p> <p>Sex & Relationship education (SRE)</p>	<p>To understand the features of a positive and stable relationship (trust, mutual respect, honesty, equality) and those which are unhealthy (imbalance of power, coercion, control, exploitation, abuse of any kind).</p> <p>All Change</p> <p>Learn</p> <p>About the physical changes associated with puberty</p> <p>Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults</p> <p>Know that puberty happens differently for everyone and begins and ends at different times</p> <p>Understand that body changes at puberty are linked to human reproduction</p>	<p>To acknowledge & respect the right not to have intimate relationships until ready and the benefits of delaying sexual activity.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Understanding Menstruation and Wet Dreams.</p> <p>Learn about menstruation and wet dreams</p> <p>Can describe menstruation and wet dreams</p> <p>Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> <p>Know and can explain effective methods for managing menstruation and wet dreams</p>	<p>The impact of puberty on physical hygiene and develop strategies for managing this</p> <p>Can explain how changes at puberty affect body hygiene</p> <p>Can describe how to care for their bodies during puberty</p> <p>Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> <p>Changing the Way, We Keep Clean</p> <p>Learn:</p> <p>The impact of puberty on physical hygiene and develop strategies for managing this</p> <p>Can explain how changes at puberty affect body hygiene</p> <p>Can describe how to care for their bodies during puberty</p> <p>Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p>	<p>To know...</p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other</p> <p>Changing Feelings and Changing Lives.</p> <p>Learn:</p> <p>How puberty effects emotions and behaviour</p> <p>Strategies for dealing with the changes associated with puberty</p> <p>Are able to describe how feelings and behaviour change during puberty.</p>	<p>To recognise</p> <p>When others are using manipulation or coercion and how to give or withdraw consent to engage in different degrees of sexual activity.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> <p>Feeling, Thinking and Doing – Changing Relationships</p> <p>Learn:</p> <p>Strategies to deal with feelings in the context of relationships</p> <p>Are able to identify feelings and understand how they affect behaviour</p> <p>Show awareness that feelings change during puberty and these changes can affect our relationships</p> <p>Can practise strategies for managing some of these relationships and changes</p>

Curriculum Progression Plan – PHSE RSE



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Term 4	<p>Behaviour for Learning</p> <p>(Health & wellbeing)</p>	<p>To be aware that you can choose to reject unhelpful criticism and accept helpful feedback.</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>Personal rights to make choices relating to lifestyle resulting in a positive sense of self.</p>	<p>To know...</p> <p>How to access local health services and other sources of support e.g. smoking cessation, if concerned about own or others' alcohol or substance abuse.</p> <p>The facts about the harms from smoking tobacco</p> <p>(particularly the link to lung cancer), the benefits of quitting and how to access support to do</p>	<p>To identify, evaluate and independently be able to access reliable sources of information, advice & support for all aspects of physical or mental health including sexual health services.</p>	<p>Understand the terms 'habit', 'dependence' and 'addiction' and how to access support. The consequences of legal and illegal substance abuse including personal safety, career, relationships and future lifestyle.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p>
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Term 2	<p>Social awareness and Relationships</p> <p>(Relationships)</p>	<p>To know...</p> <p>That marriage is a commitment, entered into freely.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>	<p>Laws of consent – legal age/ definition and responsibility that consent has been given. That consent is given freely and if withdrawn to respect the decision.</p>	<p>To know...</p> <p>Clarify and, if necessary, challenge their own core values and how they influence their choices.</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>To understand their right to privacy, responsible use of ICT and data management and e-safety.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the Impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>how to be a discerning consumer of information, including that</p>	<p>Understand the age of consent.</p> <p>To recognise when a relationship is unhealthy or abusive and what your personal rights are. Develop an awareness of exploitation and control in relationships and how to manage changes including the ending of relationships.</p> <p>To look at organisations that support relationships in difficulties and how to access them along with other sources of information, advice and support eg. friends & relatives.</p>	<p>How to access/the correct use of contraception – including emergency contraception. How to assess readiness for sex within a relationship.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
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Term 5	Social awareness and Relationships (Wider world)	<p>To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.</p>	<p>To recognise that they have the same rights to opportunities in learning & work as everyone; to recognise and challenge stereotypes/family/cultural expectations that may be limiting aspirations.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>To know that everyone has a 'career' which is their pathway through life from education to employment, self-employment and/or voluntary work.</p>	<p>The laws and by-laws relating to young peoples' permitted working hours and minimising health & safety risks.</p> <p>Relationships – types of behaviour. Criminal/Violent and coercive control.</p> <p>To be aware of different career pathways/ work roles & the benefit of having ambitions in life.</p>	<p>To recognise...</p> <p>Bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.</p> <p>To evaluate personal strengths. To recognise the unacceptability of all forms of discrimination and your shared responsibility to your community.</p>	<p>Be aware of the changing pattern of employment – local to global, how businesses are organised and financed.</p> <p>Their rights at work including roles as workers, employers & unions.</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace.</p> <p>The laws around sex, relationships and young people.</p> <p>Marriage – consent, violence, pornography and gender identity.</p> <p>To be aware of the career progression opportunities in education, training & employment.</p>
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Term 3	<p>Independence and Self Help</p> <p>(Health& wellbeing)</p>	<p>To be aware that you can choose to reject unhelpful criticism and accept helpful feedback.</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>To know...</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>What constitutes a healthy diet (including understanding calories, and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Personal rights to make choices relating to lifestyle resulting in a positive sense of self.</p>	<p>To know...</p> <p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and to serious mental health.</p> <p>Conditions the physical and psychological consequences of addiction, including alcohol dependency.</p>	<p>How to make effective use of constructive feedback differentiating between helpful feedback and unhelpful criticism eg 'tough love'</p> <p>To recognise when help is needed and strategies for accessing it.</p>	<p>To know...</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>To be able to recognize and manage feelings/influences on their body image including media's portrayal of idealised/artificial body shapes.</p> <p>To assess and manage risks of cosmetic/aesthetic procedures – tattooing, piercing, tanning, Botox etc.</p> <p>Self checking for cancer.</p>
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Term 6	Independence and Self Help (Wider world)	<p>Challenging stereotypes</p> <p>Potential tensions between human rights, British law and cultural/religious expectations & practices.</p> <p>Forced marriage/consent to marriage/age</p>	<p>The primacy of human rights, how to safely access sources of support if rights being undermined or ignored.</p>	<p>The importance of protecting reputations, on-line presence and having a 'personal brand' that can be enhanced or damaged.</p> <p>The importance of protecting reputations, on line presence and having a personal brand that can be enhanced or damaged.</p> <p>Online safety.</p> <p>Learn about the choices available to them in KS4 and about the labour market and progression routes.</p> <p>Understanding concept of quality, cash flow and profit & how to manage financial decisions.</p>	<p>To know that their strengths, interests, skills and qualities are changing and relate to future employability.</p> <p>How to access advice, guidance and most appropriate support.</p> <p>How people may curate a specific image of their life online, over-reliance on online relationships (including social media).</p> <p>The risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	<p>Their consumer rights and how to seek redress over goods and services.</p> <p>Unacceptability of all forms of discrimination and how to challenge it, prejudice and bigotry in the wider community including the workplace.</p>
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Resources:

Useful subject links: