

PSHE Curriculum Map

	Autumn 1 Health & wellbeing	Autumn 2 Health & wellbeing	Spring 1 Relationships	Spring 2 Relationships	Summer 1 Living in the wider world	Summer 2 Living in the wider world
	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Diversity, prejudice, and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Financial decision making Saving, borrowing, budgeting and making financial choices
	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Employability skills Employability and online presence
	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Work experience Preparation for and evaluation of work experience and readiness for work
	Building for the future and Independence Responsible health choices, and safety in independent contexts Self-efficacy, stress management, and future opportunities Responsible health choices, and safety in independent contexts	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	Exams	

YEAR 7 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know
Autumn 1 Health & wellbeing	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ol style="list-style-type: none"> 1. how to identify, express and manage their emotions in a constructive way 2. how to manage the challenges of moving to a new school 3. how to establish and manage friendships 4. how to improve study skills 5. how to identify personal strengths and areas for development 6. personal safety strategies and travel safety, e.g. road, rail and water 7. how to respond in an emergency situation 8. basic first aid 	
Autumn 2 Health & wellbeing	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34	<ol style="list-style-type: none"> 1. how to identify, express and manage their emotions in a constructive way 2. how to manage the challenges of moving to a new school 3. how to establish and manage friendships 4. how to improve study skills 5. how to identify personal strengths and areas for development 6. personal safety strategies and travel safety, e.g. road, rail and water 7. how to respond in an emergency situation 8. basic first aid 	<p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</p>
Spring 1 Relationships	Diversity Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ol style="list-style-type: none"> 1. how to identify, express and manage their emotions in a constructive way 2. how to manage the challenges of moving to a new school 3. how to establish and manage friendships 4. how to improve study skills 5. how to identify personal strengths and areas for development 6. personal safety strategies and travel safety, e.g. road, rail and water 7. how to respond in an emergency situation 8. basic first aid 	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
Spring 2 Relationships	Building relationships Self-worth, romance and friendships (including online) and relationship Boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ol style="list-style-type: none"> 1. how to develop self-worth and self-efficacy 2. about qualities and behaviours relating to different types of positive relationships 3. how to recognise unhealthy relationships 4. how to recognise and challenge media stereotypes 5. how to evaluate expectations for romantic relationships 6. about consent, and how to seek and assertively communicate consent 	<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>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>
Summer 1 Living in the wider world	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ol style="list-style-type: none"> 1. how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity 2. about a broad range of careers and the abilities and qualities required for different careers 	

		<ul style="list-style-type: none"> 3. about equality of opportunity 4. how to challenge stereotypes, broaden their horizons and how to identify future career aspirations 5. about the link between values and career choices 	
<p>Summer 2 Living in the wider world</p>	<p>Financial decision making Saving, borrowing, budgeting and making financial choices</p>	<ul style="list-style-type: none"> 1. how to make safe financial choices 2. about ethical and unethical business practices and consumerism 3. about saving, spending and budgeting 4. how to manage risk-taking behaviour 	

YEAR 8 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know
Autumn 1 Health & wellbeing	Drugs and alcohol and manipulative relationships Alcohol and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<ol style="list-style-type: none"> 1. about medicinal and recreational drugs 2. about the over-consumption of energy drinks 3. about the relationship between habit and dependence 4. how to use over the counter and prescription medications safely 5. how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes 6. how to manage influences in relation to substance use 7. how to recognise and promote positive social norms and attitudes 	<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> <p>Awareness of the dangers of drugs which are prescribed but still present serious health risks#</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p>
Autumn 2 Living in the wider world	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<ol style="list-style-type: none"> 1. about attitudes towards mental health 2. how to challenge myths and stigma 3. about daily wellbeing 4. how to manage emotions 5. how to develop digital resilience 6. about unhealthy coping strategies (e.g. self-harm and eating disorders) 7. about healthy coping strategies 	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary</p> <p>That happiness is linked to being connected to others</p> <p>How to recognise the early signs of mental wellbeing concerns</p> <p>Common types of mental ill health (e.g. anxiety and depression)</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>
Spring 1 Relationships	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ol style="list-style-type: none"> 1. how to manage influences on beliefs and decisions 2. about group-think and persuasion 3. how to develop self-worth and confidence 4. about gender identity, transphobia and gender-based discrimination 5. how to recognise and challenge homophobia and biphobia 6. how to recognise and challenge racism and religious discrimination 	<p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics)</p>

			as defined in the Equality Act 2010) and that everyone is unique and equal.
Spring 2 Relationships	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to Contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ol style="list-style-type: none"> 1. the qualities of positive, healthy relationships 2. how to demonstrate positive behaviours in healthy relationships 3. about gender identity and sexual orientation 4. about forming new partnerships and developing relationships 5. about the law in relation to consent 6. that the legal and moral duty is with the seeker of consent 7. how to effectively communicate about consent in relationships 8. about the risks of 'sexting' and how to manage requests or pressure to send an image 9. about basic forms of contraception, e.g. condom and pill 	<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>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Summer 1 Living in the wider world	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ol style="list-style-type: none"> 1. about equality of opportunity in life and work 2. how to challenge stereotypes and discrimination in relation to work and pay 3. about employment, self-employment and voluntary work 4. how to set aspirational goals for future careers and challenge expectations that limit choices 	
Summer 2 Living in the wider world	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ol style="list-style-type: none"> 1. about online communication 2. how to use social networking sites safely 3. recognise online grooming in different forms: sexual/financial exploitation, extremism, radicalisation 4. how to respond and seek support in cases of online grooming 5. how to recognise biased or misleading information online 6. how to critically assess different media sources 7. how to distinguish between content which is publicly and privately shared 8. about age restrictions when accessing different forms of media and how to make responsible decisions 9. how to protect financial security online 10. how to assess and manage risks in relation to gambling and chance-based transactions 	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>The impact of viewing harmful content.</p> <p>How information and data is generated, collected, shared and used 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>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</p>
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YEAR 9 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know
Autumn 1 Health & wellbeing	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation PoS refs: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<ol style="list-style-type: none"> 1. how to distinguish between healthy and unhealthy friendships 2. how to assess risk and manage influences, including online 3. about 'group think' and how it affects behaviour 4. how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively 5. to manage risk in relation to gangs 6. about the legal and physical risks of carrying a knife 7. about positive social norms in relation to drug and alcohol use 8. about legal and health risks in relation to drug and alcohol use, including addiction and dependence 	<p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>The law relating to the supply and possession of illegal substances</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p>
Autumn 2 Living in the wider world	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid PoS refs: H3, H14, H15, H16, H17, H18, H19, H21	<ol style="list-style-type: none"> 1. about the relationship between physical and mental health 2. about balancing work, leisure, exercise and sleep 3. how to make informed healthy eating choices 4. how to manage influences on body image 5. to make independent health choices 6. to take increased responsibility for physical health, including testicular self-examination 	<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>That happiness is linked to being connected to others</p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p> <p>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health</p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>The benefits of regular self-examination and screening</p> <p>The facts and science relating to immunisation and vaccination</p> <p>Basic treatment for common injuries</p> <p>Life-saving skills, including how to administer CPR</p>

			The purpose of defibrillators and when one might be needed
Spring 1 Relationships	Respectful relationships Families and parenting, healthy relationships, conflict resolution PoS refs: H2, R1, R6, R19, R21, R22, R23, R35, R36	<ol style="list-style-type: none"> 1. about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering 2. about positive relationships in the home and ways to reduce homelessness amongst young people 3. about conflict and its causes in different contexts, e.g. with family and friends 4. conflict resolution strategies 5. how to manage relationship and family changes, including relationship breakdown, separation and divorce 6. how to access support services 	<p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Spring 2 Relationships	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography PoS refs: R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<ol style="list-style-type: none"> 1. about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 2. about myths and misconceptions relating to consent 3. about the continuous right to withdraw consent and capacity to consent 4. about STIs, effective use of condoms and negotiating safer sex 5. about the consequences of unprotected sex, including pregnancy 6. how the portrayal of relationships in the media and pornography might affect expectations 7. how to assess and manage risks of sending, sharing or passing on sexual images 8. how to secure personal information online 	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</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>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>
Summer 1 Living in the wider	Setting goals Learning strengths, career options and goal	<ol style="list-style-type: none"> 1. about transferable skills, abilities and interests 2. how to demonstrate strengths 	

world	setting as part of the GCSE options process PoS refs: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<ol style="list-style-type: none"> 3. about different types of employment and career pathways 4. how to manage feelings relating to future employment 5. how to work towards aspirations and set meaningful, realistic goals for the future 6. about GCSE and post-16 options 7. skills for decision making 	
Summer 2 Living in the wider world	Employability skills Employability and online presence PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27	<ol style="list-style-type: none"> 1. about young people's employment rights and responsibilities 2. skills for enterprise and employability 3. how to give and act upon constructive feedback 4. how to manage their 'personal brand' online 5. habits and strategies to support progress 6. how to identify and access support for concerns relating to life 7. online 	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

YEAR 10 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know
Autumn 1 Health & wellbeing	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change PoS refs: H2, H5, H6, H7, H8, H9, H10	<ol style="list-style-type: none"> 1. how to manage challenges during adolescence 2. how to reframe negative thinking 3. strategies to promote mental health and emotional wellbeing 4. about the signs of emotional or mental ill-health 5. how to access support and treatment 6. about the portrayal of mental health in the media 7. how to challenge stigma, stereotypes and misinformation 	
Autumn 2 Living in the wider world	Exploring influence The influence and impact of drugs, gangs, role models and the media PoS refs: H19, H20, H21, R20, R35, R36, R37	<ol style="list-style-type: none"> 1. about positive and negative role models 2. how to evaluate the influence of role models and become a positive role model for peers 3. about the media's impact on perceptions of gang culture 4. about the impact of drugs and alcohol on individuals, personal safety, families and wider communities 5. how drugs and alcohol affect decision making 6. how to keep self and others safe in situations that involve substance use 7. how to manage peer influence in increasingly independent scenarios, re: substances, gangs and crime 8. exit strategies for pressurised or dangerous situations 9. how to seek help for substance use and addiction 	
Spring 1 Relationships	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography PoS refs: R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31	<ol style="list-style-type: none"> 1. about relationship values and the role of pleasure in relationships 2. about myths, assumptions, misconceptions and social norms about sex, gender and relationships 3. about the opportunities and risks of forming and conducting relationships online 4. how to manage the impact of the media and pornography on sexual attitudes, expectations & behaviours 5. the ethical and legal implications re: consent, including manipulation, coercion, and capacity to consent 6. how to recognise and respond to pressure, coercion and exploitation, (reporting, accessing support) 7. how to recognise and challenge victim blaming 8. about asexuality, abstinence and celibacy 	<p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p>
Spring 2 Relationships	Addressing extremism and radicalisation Community cohesion and challenging extremism PoS refs: R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29	<ol style="list-style-type: none"> 1. about communities, inclusion, respect and belonging 2. about the Equality Act, diversity and values 3. how social media may distort, mis-represent or target information in order to influence beliefs & opinions 4. how to manage conflicting views and misleading information 5. how to safely challenge discrimination, including online 6. how to recognise and respond to extremism and radicalisation 	

YEAR 11 — Lesson atoms

Big ideas	Topic	Atoms	Statutory guidance - what pupils should know
Autumn 1 Health & wellbeing	Building for the future and Independence Self-efficacy, stress management, and future opportunities. Responsible health choices, and safety in independent contexts PoS refs: H2, H3, H4, H8, H11, H12, H13, H14, H15, H16, H17, H18, H22, H23, H24, L22	<ol style="list-style-type: none"> 1. how to manage the judgement of others and challenge stereotyping 2. how to balance ambition and unrealistic expectations 3. how to develop self-efficacy, including motivation, perseverance and resilience 4. how to maintain a healthy self-concept 5. about the nature, causes and effects of stress 6. stress management strategies, including maintaining healthy sleep habits 7. about positive and safe ways to create content online and the opportunities this offers 8. how to balance time online 9. how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) 10. emergency first aid skills 11. how to assess emergency and non-emergency situations and contact appropriate services 12. about the links between lifestyle and some cancers 13. about the importance of screening and how to perform self examination 	About the science relating to blood, organ and stem cell donation

		<p>14. about vaccinations and immunisations</p> <p>15. about registering with and accessing doctors, sexual health clinics, opticians and other health services</p> <p>16. how to manage influences and risks relating to cosmetic and aesthetic body alterations</p> <p>17. about blood, organ and stem cell donation</p>	
<p>Autumn 2</p> <p>Living in the wider world</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>PoS refs: L1, L2, L3, L4, L6, L7, L8, L11, L12, L21</p>	<p>1. how to use feedback constructively when planning for the future</p> <p>2. how to set and achieve SMART targets</p> <p>3. effective revision techniques and strategies</p> <p>4. about options post-16 and career pathways</p> <p>5. about application processes, including writing CVs, personal statements and interview technique</p> <p>6. how to maximise employability, including managing online presence and taking opportunities to broaden experience</p> <p>7. about rights, responsibilities and challenges in relation to working part time whilst studying</p> <p>8. how to manage work/life balance</p>	
<p>Spring 1</p> <p>Relationships</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> <p>PoS refs: H26, H27, H28, H29, R16, R17, R21, R23, R32</p>	<p>1. about core values and emotions</p> <p>2. about gender identity, gender expression and sexual orientation</p> <p>3. how to communicate assertively</p> <p>4. how to communicate wants and needs</p> <p>5. how to handle unwanted attention, including online</p> <p>6. how to challenge harassment and stalking, including online</p> <p>7. about various forms of relationship abuse</p> <p>8. about unhealthy, exploitative and abusive relationships</p> <p>9. how to access support in abusive relationships and how to overcome challenges in seeking support</p>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</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>Spring 2</p> <p>Relationships</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p>PoS refs: H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33</p>	<p>1. about different types of families and changing family structures</p> <p>2. how to evaluate readiness for parenthood and positive parenting qualities</p> <p>3. about fertility, including how it varies and changes</p> <p>4. about pregnancy, birth and miscarriage</p> <p>5. about unplanned pregnancy options, including abortion</p> <p>6. about adoption and fostering</p> <p>7. how to manage change, loss, grief and bereavement</p> <p>8. about 'honour based' violence and forced marriage and how to</p>	<p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of</p>

		safely access support	long-term relationships. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
Summer	Exams		

