

## RSE & PSHCE Curriculum Overview

### Appendix 1:

### Statutory RSE Topics to be delivered in Secondary schools

The following topics under 'Relationship and Sex Education' are compulsory

<b>A: Relationship and Sex Education</b>	
Topic A1: Families	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that there are different types of committed, stable relationships.</li> <li>● how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>● 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.</li> <li>● why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>● the characteristics and legal status of other types of long-term relationships.</li> <li>● the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>● 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.</li> </ul>
Topic A2: Respectful relationships including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● 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).</li> <li>● 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.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
Topic A3: Online and Media	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>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.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>
Topic A4: Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>
Topic A5: Intimate and sexual relationships , including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> <li>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).</li> <li>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.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

The following topics under 'Health and wellbeing' are compulsory

<b>B: Health and wellbeing education</b>	
Topic B1: Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>● that happiness is linked to being connected to others.</li> <li>● how to recognise the early signs of mental wellbeing concerns.</li> <li>● common types of mental ill health (e.g. anxiety and depression).</li> <li>● 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.</li> <li>● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Topic B2: Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
Topic B3: Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>● 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.</li> <li>● about the science relating to blood, organ and stem cell donation.</li> </ul>
Topic B4: Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Topic B5: Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li> </ul>

	<ul style="list-style-type: none"> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● 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.</li> </ul>
Topic B6: Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● (late secondary) the benefits of regular self-examination and screening.</li> <li>● the facts and science relating to immunisation and vaccination.</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Topic B7: Basic First aid	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● basic treatment for common injuries.</li> <li>● life-saving skills, including how to administer CPR.15</li> <li>● the purpose of defibrillators and when one might be needed.</li> </ul>
Topic B8: Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>● the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## Appendix 2:

Staff, parents and students need to be aware of the school's procedures in the event of the following:

**Confidentiality and Advice:** Students who are under 16 MUST be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults. Staff are reminded (linked to safeguarding), that as with other discussions of a sensitive nature, information must only be imparted according to the safeguarding procedures seen in our safeguarding policy, and must not become common knowledge.

**Disclosure or suspicion of possible abuse:** The school's child protection procedures will be invoked (see relevant policy).

**Disclosure of pregnancy or advice on contraception:** It is hoped that the following procedures will ensure that students who are in difficulty, know that they can talk to an adult in the school and that they will be supported. Disclosure of pregnancy Students must be asked whether they can tell their parents(s) and whether they want help in doing so. If the student agrees to speak to parent(s) subsequent responsibility, then lies with the parent(s). Staff must tell students that they will expect acknowledgement from parents within 48 hours that the discussion has taken place. The member of staff must report the information to the Head teacher/Designated Safeguarding Officer. If the student refuses to tell their parent(s) the Designated Safeguarding officer will refer them to a health professional. The Designated Safeguarding Officer who will then liaise with the student welfare team and Health professionals, as appropriate about informing the parents. Advice on contraception/Sexual Health Professional information will be available from a health professional e.g. School Nurse or information about Family Planning Clinics. The school will always encourage students to talk with their parents first.

**Complaints procedure:** Any complaints about **how the school delivers** the relationships and sex education curriculum should be made using the school's complaints procedure.

### Appendix 3:

#### **PSHE covers three main areas:**

'Relationships and Sex', 'Health and Wellbeing' and 'Living in the wider world' (covering careers, financial management and the world of work). The minimum requirements of what a school needs to cover under 'Relationships and Sex' and 'Health and Wellbeing' are statutory as outlined in *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*. The minimum requirements of what a school needs to cover under 'Living in the wider world' are statutory as outlined in the **2019 Statutory Guidance for Careers in Secondary schools**.

**Relationships and Sex education (RSE)** is defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, with the aim of equipping children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

#### **Citizenship covers three main areas:**

'Identities and Diversity', 'Rights and Responsibilities' and 'Democracy and Justice'.

Students are 'encouraged to challenge injustice, inequality and discrimination' by 'participating actively in the community, decision making and voting'.

#### **WRL covers:**

The skills and attributes for Enterprise and Employability, Careers and financial Capability.

#### **Enterprise covers:**

Developing entrepreneurial skills

## Appendix 4:

PSHCE / RSE overview: The aim is to plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

	Year 7 PSHCE	POWER DAYS	Year 8 PSHCE	POWER DAYS	Year 9 PSHCE	POWER DAYS	Year 10 PSHCE	POWER DAYS	Year 11 PSHCE	POWER DAYS	Year 12 PSHCE	POWER DAYS	Year 13 PSHCE	POWER DAYS
Autum 1	<a href="#">Friendship, Love &amp; Marriage</a>	Road safety, Sex Ed, Online safety, Drugs, Puberty	<a href="#">Emotion al Literacy</a>	Alcohol, online, RSE	<a href="#">LGBT &amp; Marriages</a>	Sexting, body image, mental health	<a href="#">Domestic conflict</a>	STI, Peer Pressure, Dating Violence, Mental Health	<a href="#">Workplace Skills</a>	Work experience ,	Settling In & sixth form opportunities	Group 4 Project	UCAS	UCAS
Autum 2	<a href="#">Environme ntal Sustainabil ity</a>	Environme ntal sustainabil ity, enterprise	<a href="#">Global Citizens hip</a>	First Give	<a href="#">Managing Debt &amp; Gambling addiction</a>	STEM	<a href="#">Risk Taking</a>	cragrats	<a href="#">Why IB and managing exam Stress</a>	Sixth form options,	Rape & consent	EE Day	Finance	Reading Day; Day off
Spring 1	<a href="#">wants and needs and intro to money</a>	languages choices	<a href="#">Communi cation</a>	Europa	<a href="#">Self confidence &amp; Self Managers</a>	options	Exam skills & revision	Work experience	<a href="#">Persevera nce &amp; Procrastin ation</a>	Peer Pressure & Gangs	Well Being	CAS day; Day off	Healthy Living	CAS / TOK catch up; Day off
Spring 2	<a href="#">Healthy Living and Balanced diet</a>	who we are	<a href="#">Consent</a>	Resilience	<a href="#">Growth Mindset</a>	Healthy Living, mindfulness	<a href="#">Stress Managemen t and Smoking</a>	Stress Managemen t, Active Lifestyle	<a href="#">Time Managemen ent</a>	English day	CV Writing	Careers Fair	Rape and abuse	Life after sixth form; post results
Summ er 1	<a href="#">Racism &amp; Discriminat ion</a>		<a href="#">CAS</a>		<a href="#">Personal Developm ent &amp; Self</a>		<a href="#">Work experience and careers</a>				British Values			

				<a href="#">Discipline</a>									
Summer 2	<a href="#">resources</a>	Asia, Japan	<a href="#">British Values diversity and tolerance</a>	India	<a href="#">Extremism</a>	Japan and European trips	<a href="#">British values &amp; Religion</a>	Trips?			UCAS	Life after sixth form; UCAS	

HEALTH & WELLBEING	WAS-WELLBEING AWARD FOR SCHOOLS											
KS3 H1-32	Year 7	Year 8	Year 9	The following POS core focus are studied outside of PSHCE sessions	KS4 H1-18	Year 10	Year 11	The following POS core focus are studied outside of PSHCE sessions	KS5 H1-19	Year 12	Year 13	The following POS core focus are studied outside of PSHCE sessions
SELF-ESTEEM AND IDENTITY	P1: anti bullying, Au1: friends, love and relationships, P4: who we are, P1: Peer educators	P1: bullying or banter, P1: online bullying, Sp1: communication, Sp1: Gender (in)Equality, Sp2: Gender roles	P1: bullying in relationships, Sp1: confidence & achievement, P1: body image	P1 & P4 cover: H1, H2, H3, H4, H5, H7, H9, H13, H14, H15, H20 (including first aid). P1 ONLY:	SELF ESTEEM	P4: mindfulness, P1: trolling and healthy online relationships	P3: sexual bullying, P3: gangs & peer pressure	P1 & P4 COVER: H1, H2, H3, H4, H5, H6, H7. P1 ONLY: H9, H10, H14. P2 ONLY: H13, H14. P3 ONLY: H15,	SELF ESTEEM	Au1: Settling In & sixth form opportunities, Sp1: Wellbeing		Science: H1, H2, H4



<p>MENTAL HEALTH</p>	<p>P4: Mental health day. Mental health day October Au1, P1: Peer educators</p>	<p>P4: Mental health day, P1: social media, Au1: emotional literacy, P4:character resilience, Mental health day October Au1</p>	<p>P4: Mental health day, P1: protect your mental health, P1: body image, Sp2: growth mindset, Su1: self discipline &amp; self harm, Sp1: confidence and achievement , P4: mindfulness, Mental health day October Au1</p>	<p>H12, H16, H17, H18, H19, H11 (plus done in science), H10, H21, H23, H24, H25, H26, H27, H28, H29, H30, H31, H32. NOT COVERED: H8,</p>	<p>MENTAL HEALTH</p>	<p>P4: Mental health day, P4: mindfulness, Au2: risk taking, Sp2: stress, Mental health day October Au1</p>	<p>P4: Mental health day, Au2 exam stress &amp; management, Sp1: perseverance &amp; procrastination, Sp2: time management, Mental health day October Au1</p>	<p>H16, H17. Science: H10, H11, H16, H32. NOT COVERED: H8, H12, H18</p>	<p>MENTAL HEALTH</p>	<p>Mental health day Half term 3: PSHCE Wellbeing topic covered. Students also have the option to take up Wellbeing on a Wed p7 for a 6 week course with SMB. This is optional. Sp1: Wellbeing</p>	<p>Mental health day</p>	
<p>HEALTHY DEVELOPMENT AND INCREASED INDEPENDENCE AROUND HEALTH CHOICES</p>	<p>P4: Biology: purpose and importance of vaccination</p>	<p>Au1: Healthy eating, Au2: Exercise, Biology: purpose and importance of vaccination</p>	<p>P4: Healthy living and eating, Su1: self discipline, Biology: purpose and importance of vaccination</p>		<p>RESPONSIBILITY FOR HEALTH</p>	<p>P4: looking after yourself, Biology: purpose and importance of vaccination</p>	<p>P4: active lifestyle, Biology: purpose and importance of vaccination</p>		<p>RESPONSIBILITY FOR HEALTH</p>	<p>Sp1: Wellbeing</p>	<p>Sp1: Healthy Living</p>	

HEALTHY LIFESTYLES	Sp1/2: healthy living, P4: , Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)	Au2: Exercise , Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)	P4: Healthy living and eating , Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)		BODY IMAGE	P4: looking after yourself, Science: UV radiation and effects , Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)	P4: active lifestyle, Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)		BODY IMAGE	Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed)	Biology: what cancer is, and lifestyle choices (need for healthy diet, exercise, and the risks associated if they are not followed), Sp2: Rape and abuse	
MANAGING AND REDUCING RISK	P1: road safety, P1: cycle safety, P1: online safety	P1: online grooming, P1: sexting	P1: online privacy and sexual health assembly, P4: sun cream, P1:		RISK MANAGEMENT AND SAFETY	P1: Trolling and online bullying. P1: domestic violence,	P3: sexual bullying, P3: gangs & peer pressure		RISK MANAGEMENT AND SAFETY	Au2: Rape & consent		

			catfish and online safety.			science: UV radiation and effects					
DRUG, ALCOHOL AND TOBACCO EDUCATION	P1: intro to drugs, alcohol	P1: alcohol & sex			DRUG, ALCOHOL AND TOBACCO EDUCATION	Sp2: smoking, P1: drugs and the law, Biology: alcohol and damage to the liver, smoking and damage to lungs etc	P3: sexual bullying, P3: gangs & peer pressure, Biology: alcohol and damage to the liver, smoking and damage to lungs etc		DRUG, ALCOHOL AND TOBACCO EDUCATION	Half term 2: Daniel Spargo Mabbs Foundation assembly on risks of drugs followed by PSHCE unit (materials from DSMF)	
SEXUAL HEALTH	P1: puberty & periods, Au1: friends, love and relationships	P1: Peer pressure, Sp1: consent	P1: contraception, Au1: relationships & marriage, Au1: LGBT+		SEXUAL HEALTH AND PREGNANCY	P1: sexual health & making better decisions, P1: STI's, Au1: domestic conflict & peer	P3: sexual bullying, P3: gangs & peer pressure,		SEXUAL HEALTH AND PREGNANCY	Au2: Rape & consent	

						pressure						
FGM												
Citizenship	P2: enterprise activities & sustainability, P5: Asian day, Au2: sustainability, Su1: racism, Su2: democracy	P2: just give local charities, P5: trade and sustainability Au2: global citizenship, Su2: British values & diversity, Su1: CAS, P3: europa town	P5: language trips, Au1: LGBT+, Su2: extremism			P5: trips, Su2: British values and religion						

RELATIONSHIPS & SEX EDUCATION								
KS3 R1-R38	Year 7	Year 8	Year 9	The following POS core focus are studied	KS4 R1-R29	Year 10	Year 11	The following POS core focus are studied
POSITIVE RELATIONSHIPS	P1: anti bullying, Au1: friends, love and relationships, P4: who we are,	P1: bullying or banter, P1: online bullying, Sp1:communication	P1: bullying in relationships	P1: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14,	MANAGING HEALTHY RELATIONSHIPS	P1: domestic violence.	P3: sexual bullying, P3: gangs & peer pressure	P1: R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15,
PORTRAYAL OF RELATIONSHIPS	Au1: friends, love and relationships	P1: social media, P4:character resilience	Au1: relationships & marriage	R15, R16, R17, R18, R19, R20, R21, R22, R23, R24,	PORTRAYAL OF RELATIONSHIPS	P4: mindfulness, P1: trolling and healthy online relationships	Sp1: perseverance & procrastination	R16, R17, R18, R19, R20, R21, R22, R23, R24, R25,
FAMILY LIFE	Au1: friends, love and relationships			R25, R26, R27, R28, R29, R30,	DIFFERENT TYPES OF FAMILIES			R26, R27, R28, R29. P3: R1, R8,
FORMING AND MAINTAINING RELATIONSHIPS	Au1: friends, love and relationships		Au1: relationships & marriage	R31, R32, R33 (& ASSEMBLIES), R34, R35, R36, R37, R38, R39. P2: R1, R2, R3, R4, P3: R5, P4:	UNHEALTHY RELATIONSHIPS	P1: dating violence		R13, R14, R15, R18, R19. P4: R1, R2.

CONSENT		P1: online grooming, P1: sexting, P1: Peer pressure, Sp1: consent	P1: online privacy, P1: catfish and online safety.	R2, R3, R9, R18, R19, R24	CONSENT	P1: dating violence, P1: sexual health & making better decisions, P1: STI's, Au1: domestic conflict & peer pressure	P3: sexual bullying, P3: gangs & peer pressure
CONTRACEPTION		P1: alcohol & sex	P1: contraception		CONTRACEPTION, CONCEPTION AND PREGNANCY CHOICES	P1: sexual health & making better decisions, P1: STI's,	P3: sexual bullying, P3: gangs & peer pressure
PEER PRESSURE LGBT+ INCLUSIVE CURRICULUM		P1: Peer pressure, Sp1: Gender (in)Equality, Sp2: Gender roles	Au1: relationships & marriage, Au1: LGBT+		LGBT+ INCLUSIVE CURRICULUM	P1: sexual health & making better decisions, P1: STI's, Au1: domestic conflict & peer pressure	P3: sexual bullying, P3: gangs & peer pressure,
BULLYING AND ABUSE	Su1: racism, Su2: democracy, P1: anti bullying,		Au1: LGBT+, P1: bullying in relationships			P1: dating violence, P1: sexual health & making better decisions, P1: STI's, Au1: domestic conflict & peer pressure	P3: sexual bullying, P3: gangs & peer pressure,

FRIENDSHIP GROUPS AND GANGS	P1: anti bullying, P1: healthy relationships, Au1: friends, love and relationships, P4: who we are,						P3: sexual bullying, P3: gangs & peer pressure,	
ONLINE RELATIONSHIPS / INTERNET SAFETY	P1: Bully or banter and healthy relationships	P1: online grooming, P1: sexting, P1: Peer pressure, P1: social media	P1: online privacy, P1: catfish and online safety.			P1: trolling and healthy online relationships		
Citizenship	P2: enterprise activities & sustainability, P5: Asian day, Au2: sustainability, Su1: racism, Su2: democracy, Sp1: volunteering	P2: just give local charities, P5: trade and sustainability, Au2: global citizenship, Su2: British values & diversity, Su1: CAS, P3: europa town, Su2: Debating	P5: language trips, Au1: LGBT+, Su2: extremism, The wider world		Citizenship	P5: trips, Su2: British values and religion		
LIVING IN THE WIDER WORLD								
KS3 L1-	Year 7	Year 8	Year 9	The following POS core focus are studied	KS4 R1-R29	Year 10	Year 11	The following POS core focus are

								studied
LEARNING SKILLS		Sp2: communication and teamwork skills	P2: STEM, Sp1: confidence and achievement	P1: L1, L3, L4, L5, L6, L7, L8. P2: L1, L2, L8, L9, L10, L11, L15, L16, L17, L18, L20. P3: L1, L2, L7, L8, L9, L10, L11, L12, L13, L14, L15, L16, L20. P4: L1, L2, L3, L5, L7, L8, L9, L12, L13, L14, L20. P5: L1, L2, L3, L13. NOT COVERED: L19	LEARNING SKILLS		Au1: Workplace skills	P1: L2, L6, L7, L8, L11. P2: L1, L2, L9, L10, L11, L12, L13, L14, L15, L16, L17, L18, L19. P3: L1, L2, L3, L4, L5, L6, L9, L10, L11, L12, L13, L14, L15. P4: L1, L10, L11. P5: L20, L21, L22. DEVELOP L17, L20
DIVERSITY AND PREJUDICE	Su1: racism, Su2: democracy, BreXIT and EU, Au1: bullying and racism	Au2: global citizenship, Su2: British values & diversity, Su1: CAS,	Su2: extremism		DIVERSITY AND DISCRIMINATION	Su2: British values and religion		
HUMAN RIGHTS	Su1: racism, Su2: democracy	Au2: global citizenship, Su2: British values & diversity			EXTREMISM	Su2: British values and religion		
CHOICES AND PATHWAYS	P1: Language choices	P3: Europa town and careers	P2: STEM day, P3: options, P3: Fast Tomato		EMPLOYMENT PATHWAYS	P3: work experience prep, CV writing, P5: trips	P1: work experience, P2: sixth form options	
WORK AND CAREER	P1: Volunteering	P3: careers, P3 The real game, Sp2: communication and teamwork skills	P2: STEM day, P3: options, P3: Fast Tomato		RIGHTS AND RESPONSIBILITIES AT WORK	P3: work experience prep, P2: Cragrats, Sp1: careers, Su1: work experience	P1: work experience, P2: sixth form options, Au1: work experience	
ENTERPRISE	P2 & Sp2: enterprise activities & sustainability, Au2: sustainability,	P3: Europa town, P2: just give local charities, P5: trade and sustainability, Su1: CAS,	P2: STEM day, P3: options, P2: urban planning		MEDIA LITERACY AND DIGITAL RESILIENCE			



FINANCIAL CHOICES	P2: enterprise activities & sustainability, Au2: sustainability, Sp2: wants, needs and money	P3 The real game	Au2: managing money and gambling		FINANCIAL CHOICES AND CONSUMERISM	P5: money matters budgeting		
Citizenship	P2: enterprise activities & sustainability, P5: Asian day, Au2: sustainability, Su1: racism, Su2: democracy	P2: just give local charities, P5: trade and sustainability, Au2: global citizenship, Su2: British values & diversity, Su1: CAS, P3: europa town	P5: language trips, Au1: LGBT+, Su2: extremism		Citizenship	P5: trips, Su2: British values and religion		