



The Holden
School

"Children at the heart of everything we do"

Curriculum Intent

PSHE

Subject Lead: Natalie Van-son

Date of last review: January 2023

Subjects included: PSHE

 The Holden School, Firs Lane, Leigh, Wigan, Lancashire WN7 4SB

Waterloo Lodge School Ltd • Registered Office: 1 Merchants Place, River Street, Bolton, Lancashire BL2 1BX • Registered in England No 03921801



 01942 932540

 www.theholdenschool.co.uk

 info@theholdenschool.co.uk

part of
**ACORN EDUCATION
AND CARE**

PSHE Curriculum Intent

The aim of the PSHE curriculum at The Holden School is to prepare all of our children for life in Modern Britain. We aim to achieve this by encouraging discussions during our lessons to help pupils learn social skills, be respectful to others and to help them build positive friendships with their peers. The pupils will also be made aware of the potential dangers to life in Modern Britain, how to recognise these, and how to seek help if and when required. The curriculum also encourages the pupils to increase their resilience so that they can succeed in the future.

All PSHE teachers have expert knowledge of the content they deliver. Any gaps in their knowledge will be supported once identified so that the pupils are not disadvantaged. PSHE has excellent long term planning and resources, accessible to all staff members so as to enable students to understand key concepts, and also generate appropriate discussions. Long-term planning is also designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before so students can work towards defined end points. Teachers will regularly assess pupils' understanding via discussion, regular marking and end of topic assessment in order to inform teaching. This will help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. We plan for all students to achieve their personal best academically which means our learning journey aims to prepare students for their BTEC in Personal Growth and Wellbeing. Students will also have the opportunity to complete AQA Unit Awards in PSHE in key stage 3 and 4.

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Assessment is regular and informs all parties of progress, however, is often informal and avoids any anxiety. PSHE lends itself brilliantly for cross curricular opportunities. All three subjects relate to one another as well as to Maths, English, Biology, RE, PE, Humanities, and especially SMSC.

It is important that all children leave The Holden School with an understanding of Modern Britain and the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people. The PSHE Faculty understands that everyone is protected under the Equality Act 2010 from any form of discrimination. With this in mind the PSHE faculty will ensure that the nine protected characteristics (gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) are embedded into all lessons appropriately. This includes promoting high standards of behaviour and conduct during social interactions, promptly and appropriately managing inappropriate behaviour. Identifying opportunities for students to work collaboratively in diverse groups. Planning creative and respectful ways of introducing diversity, referring and using examples from a variety of cultures, religions and traditions and challenging stereotypes.

Teaching & Learning In PSHE

What does excellent teaching and learning look like in PSHE?

Excellent PSHE teaching and learning will ensure the learner is at the centre of what is being taught. The physical and emotional environment in the PSHE classroom will enable learners to feel safe enough to take risks in their learning and respond to teachers and their peers positively. PSHE enables students to discuss issues that relate to themselves and to society as a whole and will always be conducted in a safe and respectful environment. If children feel safe, supported and confident enough to answer questions and take part in discussions it is not only easier for them to achieve all they can but it lends itself to make the teachers job of assessment and future planning easier.

How is PSHE taught in the Holden School Curriculum (EYFS, KS1 & KS2)?

The EYFS, KS1 and KS2 curriculums will follow the guidance of Coram Scarf scheme. It provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing delivered under the strapline 'Helping Children Make Healthy Choices'. The scheme is fully resourced and ensures progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children. It is also mapped to the new DfE guidance for Relationships Education and Health Education, The PSHE Association's Programmes of Study Learning Opportunities, the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

How is PSHE taught in the Holden School Curriculum (KS3)?

The KS3 curriculums will follow the guidance of the PSHE Association and the statutory guidance as set out by the government. Students in KS3 will also have the opportunity to complete AQA Awards. Teachers will have full access to all resources that support these curriculums. All teachers will be expected to pay attention to the planning and relevant resources to generate rich discussion during lessons. All objectives are clearly differentiated to create stretch and challenge for all pupils to progress. Due to class sizes, feedback to student can be given in lessons. Other resources are available to help support teachers and students, such as resources from Healthy Schools, the PSHE Association, Lancashire County Council, and web-based sites. These resources are used consolidate and enhance pupil learning and understanding of the topics covered.

How is PSHE taught in the Holden School Curriculum (KS4)?

All Year 10 and 11 pupils will be offered the opportunity to undertake a Level 1 BTEC in Personal Growth and Wellbeing, aiming to achieve either the Award or Certificate qualification. Teachers will have full access to all resources that support this curriculum. All teachers of PSHE will be expected to pay attention the planning and relevant resources to generate rich discussion during lessons, as stated above. All objectives are clearly differentiated to create stretch and challenge to ensure all pupils progress. Due to class sizes feedback to student will be given as soon as possible. Teachers are follow the specification of the BTEC to ensure that all assessment objectives are met in order to allow all pupils to be successful.

Teaching & Learning In PSHE

How is reading promoted in PSHE ?

All teachers of PSHE are expected to be aware of each pupil's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged in every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their PSHE knowledge whilst improving their reading.

How is careers promoted in PSHE?

Careers in PSHE is an important element of pupil learning within the subject. PSHE has its own specific topic areas that focus on careers. These are: Choices and Pathways; Work and Career; and Employment Rights and Responsibilities. PSHE also ensures that focus is on the new Careers Framework with its schemes of work and medium-term plans.

How is Social, Moral, Spiritual, Cultural (SMSC) and British Values promoted in PSHE?

PSHE at The Holden School enables our pupils to recognise how to be healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the SMSC issues that are part of growing up. PSHE tackles many of the SMSC criteria in its topic areas, especially those concerning understanding and respecting those who are different to us, such as in sexual orientation, religion and beliefs, as well as relationship choices. Pupils learn about their rights and responsibilities in regard to UK law, as well as Relationship and Sex Education to allow them to recognise what constitutes respect and moral obligations surrounding relationships. These are just a few of the many examples of how SMSC is an endemic part of The Holden School's PSHE curriculum.

The fundamental British Values are promoted through the overarching aims and objectives of SMSC by supporting our pupils to become healthy, respectful, and responsible members of society, as well as preparing them for life and work in modern Britain. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Skills and Progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages.

Measuring Impact in PSHE

At Holden School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment. This system uses the 'Holden School Steps' Assessment Framework. The 'Holden School Steps' covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum helping to ensure that learning builds upon prior attainment. Each Step of the framework represents the corresponding academic year – so a child working on Step 7 would be working broadly in line with students in year 7 at a mainstream school, and all objectives are linked directly to the National Curriculum. A child who masters all 11 steps will be expected to leave the school with an excellent GCSE grade in maths. The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Core Theme	Year	Pupils Learn To
Me and My Relationships	N	Share their likes and dislikes with their friends and adults in their classroom Name the different features of their face and parts of their body Use their senses to explore the world around them
Me and My Relationships	N	Speak positively about themselves Name different feelings and possible causes Name some key adults who can help them when feeling sad/worried/scared
Me and My Relationships	N	Talk about their families and special people Name those who care for them and keep them safe Describe the different types of homes
Valuing Difference	N	Talk about the similarities and differences amongst their peers Talk about the things they and their friends are good at Spot similarities and differences in nature
Valuing Difference	N	Understand that having differences between us is a good thing Notice and talk about differences in nature Recognise the differences within and amongst families
Valuing Difference	N	Explore and use different materials Show kindness by including their friends Talk about how to help those who are in need
Keeping Myself Safe	N	Name key relatives/care givers at home and those who care for them in their education settings Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do Talk about what makes them feel safe

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	N	Name potential dangers, both inside and outside, and how to avoid getting hurt Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules Talk about how to keep their bodies safe
Keeping Myself Safe	N	Know which products in the home are to be used only by adults Sort items according to their use and purpose Explain who can give medicine to children and why
Rights and Responsibilities	N	Talk about how healthy food and keeping clean can help our bodies Name some healthy foods Try new experiences
Rights and Responsibilities	N	Name some activities that they can do to help out at home Talk about how they can look after other members of their family Talk about how they can look after their friends
Rights and Responsibilities	N	Show care and responsibility for their home and learning environments Talk about what is special within the natural world Name some ways in which they can help their world
Being My Best	N	Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don't have enough food, water, exercise or sleep Make healthy choices independently, in their home or education setting

Core Theme	Year	Pupils Learn To
Being My Best	N	Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves
Being My Best	N	Develop skills in planning, reviewing applying a trial and error approach Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone Communicate with others by sharing with and listening to each other's ideas
Growing and Changing	N	Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal
Growing and Changing	N	Talk about how babies change as they grow Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others
Growing and Changing	N	Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look

Core Theme	Year	Pupils Learn To
Me and My Relationships	R	Talk about their own interests. Talk about their families. Talk about how they are the same or different to others
Me and My Relationships	R	Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.
Me and My Relationships	R	Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.
Me and My Relationships	R	Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them.
Me and My Relationships	R	Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.
Me and My Relationships	R	Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.

Core Theme	Year	Pupils Learn To
Valuing Difference	R	Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others.
Valuing Difference	R	Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Retell a story.
Valuing Difference	R	Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.
Valuing Difference	R	Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others.
Valuing Difference	R	Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others.
Valuing Difference	R	Show friendly behaviour towards a peer. Build relationships with others

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	R	Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe.
Keeping Myself Safe	R	Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults).
Keeping Myself Safe	R	Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others.
Keeping Myself Safe	R	Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent.
Keeping Myself Safe	R	Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online.
Keeping Myself Safe	R	Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	R	Name the special people in their lives. Understand that our special people can be different to those of others.
Rights and Responsibilities	R	Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community.
Rights and Responsibilities	R	Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community.
Rights and Responsibilities	R	Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment.
Rights and Responsibilities	R	Recognise coins and other items relating to money. Identify the uses of money.
Rights and Responsibilities	R	Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money.

Core Theme	Year	Pupils Learn To
Being My Best	R	Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle.
Being My Best	R	Recognise that some skills take time to learn. Plan and review an achievable goal. Celebrate the successes of their peers.
Being My Best	R	Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups.
Being My Best	R	Identify the 5 ways to support their wellbeing. Name some activities or ideas to promote positive mental health. Reflect on their mental health and how they can protect it.
Being My Best	R	Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well.
Being My Best	R	Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine.

Core Theme	Year	Pupils Learn To
Growing and Changing	R	Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience.
Growing and Changing	R	To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things.
Growing and Changing	R	Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up.
Growing and Changing	R	Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.
Growing and Changing	R	Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.
Growing and Changing	R	Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.

Core Theme	Year	Pupils Learn To
Me and My Relationships	KS1 Cycle A	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.
Me and My Relationships	KS1 Cycle A	Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc).
Me and My Relationships	KS1 Cycle A	Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these
Me and My Relationships	KS1 Cycle A	Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.
Me and My Relationships	KS1 Cycle A	Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us
Me and My Relationships	KS1 Cycle A	Identify simple qualities of friendship; Suggest simple strategies for making up

Core Theme	Year	Pupils Learn To
Me and My Relationships	KS1 Cycle A	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel
Valuing Difference	KS1 Cycle A	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences
Valuing Difference	KS1 Cycle A	Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare
Valuing Difference	KS1 Cycle A	Explain some of their school rules and how those rules help to keep everybody safe.
Valuing Difference	KS1 Cycle A	Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them.
Valuing Difference	KS1 Cycle A	Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
Keeping Myself Safe	KS1 Cycle A	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle
Keeping Myself Safe	KS1 Cycle A	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	KS1 Cycle A	Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe
Keeping Myself Safe	KS1 Cycle A	Recognise the range of feelings that are associated with loss.
Keeping Myself Safe	KS1 Cycle A	Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use
Keeping Myself Safe	KS1 Cycle A	Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help.
Rights and Responsibilities	KS1 Cycle A	Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.
Rights and Responsibilities	KS1 Cycle A	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.
Rights and Responsibilities	KS1 Cycle A	Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.
Rights and Responsibilities	KS1 Cycle A	Explain where people get money from; List some of the things that money may be spent on in a family home.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	KS1 Cycle A	Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it)
Being My Best	KS1 Cycle A	Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health
Being My Best	KS1 Cycle A	Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
Being My Best	KS1 Cycle A	Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases
Being My Best	KS1 Cycle A	Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges
Being My Best	KS1 Cycle A	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel
Being My Best	KS1 Cycle A	Recognise how a person's behaviour (including their own) can affect other people
Growing and Changing	KS1 Cycle A	Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them

Core Theme	Year	Pupils Learn To
Growing and Changing	KS1 Cycle A	Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding
Growing and Changing	KS1 Cycle A	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages
Growing and Changing	KS1 Cycle A	Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation
Growing and Changing	KS1 Cycle A	Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Growing and Changing	KS1 Cycle A	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts
Me and My Relationships	KS1 Cycle B	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.
Me and My Relationships	KS1 Cycle B	Take part in creating and agreeing classroom rules.
Me and My Relationships	KS1 Cycle B	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.

Core Theme	Year	Pupils Learn To
Me and My Relationships	KS1 Cycle B	Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying
Me and My Relationships	KS1 Cycle B	Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies
Me and My Relationships	KS1 Cycle B	Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving
Me and My Relationships	KS1 Cycle B	Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.
Me and My Relationships	KS1 Cycle B	Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.
Valuing Difference	KS1 Cycle B	Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people.
Valuing Difference	KS1 Cycle B	Recognise and explain how a person's behaviour can affect other people
Valuing Difference	KS1 Cycle B	Identify people who are special to them; Explain some of the ways those people are special to them

Core Theme	Year	Pupils Learn To
Valuing Difference	KS1 Cycle B	Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.
Valuing Difference	KS1 Cycle B	Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.
Valuing Difference	KS1 Cycle B	Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Myself Safe	KS1 Cycle B	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.
Keeping Myself Safe	KS1 Cycle B	Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help.
Keeping Myself Safe	KS1 Cycle B	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
Keeping Myself Safe	KS1 Cycle B	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	KS1 Cycle B	Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Keeping Myself Safe	KS1 Cycle B	Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable
Keeping Myself Safe	KS1 Cycle B	Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop
Rights and Responsibilities	KS1 Cycle B	Describe and record strategies for getting on with others in the classroom.
Rights and Responsibilities	KS1 Cycle B	Explain, and be able to use, strategies for dealing with impulsive behaviour.
Rights and Responsibilities	KS1 Cycle B	Identify special people in the school and community who can help to keep them safe; Know how to ask for help
Rights and Responsibilities	KS1 Cycle B	Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	KS1 Cycle B	Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.
Rights and Responsibilities	KS1 Cycle B	Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Being My Best	KS1 Cycle B	Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
Being My Best	KS1 Cycle B	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Being My Best	KS1 Cycle B	Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.
Being My Best	KS1 Cycle B	Explain the importance of good dental hygiene; Describe simple dental hygiene routines

Core Theme	Year	Pupils Learn To
Being My Best	KS1 Cycle B	Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health
Being My Best	KS1 Cycle B	Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.
Growing and Changing	KS1 Cycle B	Demonstrate simple ways of giving positive feedback to others.
Growing and Changing	KS1 Cycle B	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Growing and Changing	KS1 Cycle B	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages
Growing and Changing	KS1 Cycle B	Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.
Growing and Changing	KS1 Cycle B	Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.

Core Theme	Year	Pupils Learn To
Me and My Relationships	LKS2 Cycle A	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings; Consider the possible consequences of breaking the rules.
Me and My Relationships	LKS2 Cycle A	Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation.
Me and My Relationships	LKS2 Cycle A	Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Me and My Relationships	LKS2 Cycle A	Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people.
Me and My Relationships	LKS2 Cycle A	Rehearse and demonstrate simple strategies for resolving given conflict situations.
Me and My Relationships	LKS2 Cycle A	Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare
Me and My Relationships	LKS2 Cycle A	Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions.

Core Theme	Year	Pupils Learn To
Me and My Relationships	LKS2 Cycle A	Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again
Valuing Difference	LKS2 Cycle A	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
Valuing Difference	LKS2 Cycle A	Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Valuing Difference	LKS2 Cycle A	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.
Valuing Difference	LKS2 Cycle A	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Valuing Difference	LKS2 Cycle A	Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).
Valuing Difference	LKS2 Cycle A	Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	LKS2 Cycle A	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.
Keeping Myself Safe	LKS2 Cycle A	Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.
Keeping Myself Safe	LKS2 Cycle A	Identify risk factors in given situations; Suggest ways of reducing or managing those risks.
Keeping Myself Safe	LKS2 Cycle A	Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Keeping Myself Safe	LKS2 Cycle A	Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.
Keeping Myself Safe	LKS2 Cycle A	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Keeping Myself Safe	LKS2 Cycle A	Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	LKS2 Cycle A	Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Rights and Responsibilities	LKS2 Cycle A	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Rights and Responsibilities	LKS2 Cycle A	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.
Rights and Responsibilities	LKS2 Cycle A	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.
Rights and Responsibilities	LKS2 Cycle A	Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.
Rights and Responsibilities	LKS2 Cycle A	Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
Rights and Responsibilities	LKS2 Cycle A	Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Core Theme	Year	Pupils Learn To
Being My Best	LKS2 Cycle A	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.
Being My Best	LKS2 Cycle A	Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.
Being My Best	LKS2 Cycle A	Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research
Being My Best	LKS2 Cycle A	Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.
Being My Best	LKS2 Cycle A	Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves.
Being My Best	LKS2 Cycle A	Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.
Being My Best	LKS2 Cycle A	Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.

Core Theme	Year	Pupils Learn To
Growing and Changing	LKS2 Cycle A	Identify different types of relationships; Recognise who they have positive healthy relationships with.
Growing and Changing	LKS2 Cycle A	Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.
Growing and Changing	LKS2 Cycle A	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Growing and Changing	LKS2 Cycle A	Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.
CROSS CURRICULAR PROJECT	LKS2 Cycle A	Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment.

Core Theme	Year	Pupils Learn To
Me and My Relationships	LKS2 Cycle B	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.
Me and My Relationships	LKS2 Cycle B	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.
Me and My Relationships	LKS2 Cycle B	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.
Me and My Relationships	LKS2 Cycle B	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.
Me and My Relationships	LKS2 Cycle B	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.
Me and My Relationships	LKS2 Cycle B	Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.
Me and My Relationships	LKS2 Cycle B	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

Core Theme	Year	Pupils Learn To
Valuing Difference	LKS2 Cycle B	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Valuing Difference	LKS2 Cycle B	Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Valuing Difference	LKS2 Cycle B	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.
Valuing Difference	LKS2 Cycle B	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.
Valuing Difference	LKS2 Cycle B	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.
Valuing Difference	LKS2 Cycle B	Understand and identify stereotypes, including those promoted in the media

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	LKS2 Cycle B	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.
Keeping Myself Safe	LKS2 Cycle B	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
Keeping Myself Safe	LKS2 Cycle B	Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares
Keeping Myself Safe	LKS2 Cycle B	Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Keeping Myself Safe	LKS2 Cycle B	Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Keeping Myself Safe	LKS2 Cycle B	Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.
Keeping Myself Safe	LKS2 Cycle B	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	LKS2 Cycle B	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.
Rights and Responsibilities	LKS2 Cycle B	Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.
Rights and Responsibilities	LKS2 Cycle B	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.
Rights and Responsibilities	LKS2 Cycle B	Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Rights and Responsibilities	LKS2 Cycle B	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.
Rights and Responsibilities	LKS2 Cycle B	Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.
Rights and Responsibilities	LKS2 Cycle B	Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	LKS2 Cycle B	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.
Being My Best	LKS2 Cycle B	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Being My Best	LKS2 Cycle B	Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Being My Best	LKS2 Cycle B	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Being My Best	LKS2 Cycle B	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Being My Best	LKS2 Cycle B	Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community
Growing and Changing	LKS2 Cycle B	Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.

Core Theme	Year	Pupils Learn To
Growing and Changing	LKS2 Cycle B	Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.
Growing and Changing	LKS2 Cycle B	Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.
Growing and Changing	LKS2 Cycle B	Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.
Growing and Changing	LKS2 Cycle B	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Growing and Changing	LKS2 Cycle B	Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
CROSS-CURRICULAR PROJECT	LKS2 Cycle B	Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.

Core Theme	Year	Pupils Learn To
Me and My Relationships	UKS2 CYCLE A	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively.
Me and My Relationships	UKS2 CYCLE A	Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations.
Me and My Relationships	UKS2 CYCLE A	Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities.
Me and My Relationships	UKS2 CYCLE A	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help.
Me and My Relationships	UKS2 CYCLE A	Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.
Me and My Relationships	UKS2 CYCLE A	Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks
Me and My Relationships	UKS2 CYCLE A	Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Valuing Difference	UKS2 CYCLE A	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.

Core Theme	Year	Pupils Learn To
Valuing Difference	UKS2 CYCLE A	Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.
Valuing Difference	UKS2 CYCLE A	Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.
Valuing Difference	UKS2 CYCLE A	Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Valuing Difference	UKS2 CYCLE A	Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
Valuing Difference	UKS2 CYCLE A	Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
Keeping Myself Safe	UKS2 CYCLE A	Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	UKS2 CYCLE A	Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk
Keeping Myself Safe	UKS2 CYCLE A	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.
Keeping Myself Safe	UKS2 CYCLE A	Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare.
Keeping Myself Safe	UKS2 CYCLE A	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.
Keeping Myself Safe	UKS2 CYCLE A	Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.
Keeping Myself Safe	UKS2 CYCLE A	Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	UKS2 CYCLE A	Understand the actual norms around smoking and the reasons for common misperceptions of these.
Keeping Myself Safe	UKS2 CYCLE A	Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/ alcohol and the reasons for common misperceptions of these.
Rights and Responsibilities	UKS2 CYCLE A	Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing.
Rights and Responsibilities	UKS2 CYCLE A	Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
Rights and Responsibilities	UKS2 CYCLE A	Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.
Rights and Responsibilities	UKS2 CYCLE A	Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.
Rights and Responsibilities	UKS2 CYCLE A	State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	UKS2 CYCLE A	Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance
Rights and Responsibilities	UKS2 CYCLE A	Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.
Being My Best	UKS2 CYCLE A	Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these.
Being My Best	UKS2 CYCLE A	Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Being My Best	UKS2 CYCLE A	Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.
Being My Best	UKS2 CYCLE A	State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community.
Being My Best	UKS2 CYCLE A	Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people.
Being My Best	UKS2 CYCLE A	Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.

Core Theme	Year	Pupils Learn To
Growing and Changing	UKS2 CYCLE A	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
Growing and Changing	UKS2 CYCLE A	Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Growing and Changing	UKS2 CYCLE A	Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.
Growing and Changing	UKS2 CYCLE A	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Growing and Changing	UKS2 CYCLE A	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
Growing and Changing	UKS2 CYCLE A	Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
Growing and Changing	UKS2 CYCLE A	Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

Core Theme	Year	Pupils Learn To
Growing and Changing	UKS2 CYCLE A	Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.
Growing and Changing	UKS2 CYCLE A	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.

Me and My Relationships	UKS2 CYCLE B	Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.
Me and My Relationships	UKS2 CYCLE B	Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Me and My Relationships	UKS2 CYCLE B	Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Me and My Relationships	UKS2 CYCLE B	List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

Core Theme	Year	Pupils Learn To
Me and My Relationships	UKS2 CYCLE B	Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about
Me and My Relationships	UKS2 CYCLE B	Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.
Me and My Relationships	UKS2 CYCLE B	Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.
Me and My Relationships	UKS2 CYCLE B	Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
Me and My Relationships	UKS2 CYCLE B	Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.
Valuing Difference	UKS2 CYCLE B	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers.

Core Theme	Year	Pupils Learn To
Valuing Difference	UKS2 CYCLE B	Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied .
Valuing Difference	UKS2 CYCLE B	Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Valuing Difference	UKS2 CYCLE B	Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Valuing Difference	UKS2 CYCLE B	Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
Valuing Difference	UKS2 CYCLE B	Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
Keeping Myself Safe	UKS2 CYCLE B	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	UKS2 CYCLE B	Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.
Keeping Myself Safe	UKS2 CYCLE B	Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online.
Keeping Myself Safe	UKS2 CYCLE B	Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
Keeping Myself Safe	UKS2 CYCLE B	Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.
Keeping Myself Safe	UKS2 CYCLE B	Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.
Keeping Myself Safe	UKS2 CYCLE B	Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.
Keeping Myself Safe	UKS2 CYCLE B	Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.

Core Theme	Year	Pupils Learn To
Keeping Myself Safe	UKS2 CYCLE B	Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.
Rights and Responsibilities	UKS2 CYCLE B	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.
Rights and Responsibilities	UKS2 CYCLE B	Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.
Rights and Responsibilities	UKS2 CYCLE B	Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest.
Rights and Responsibilities	UKS2 CYCLE B	Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.
Rights and Responsibilities	UKS2 CYCLE B	Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

Core Theme	Year	Pupils Learn To
Rights and Responsibilities	UKS2 CYCLE B	Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
Being My Best	UKS2 CYCLE B	Identify aspirational goals; Describe the actions needed to set and achieve these.
Being My Best	UKS2 CYCLE B	Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Being My Best	UKS2 CYCLE B	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
Being My Best	UKS2 CYCLE B	Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
Being My Best	UKS2 CYCLE B	Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.
Growing and Changing	UKS2 CYCLE B	Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.
Growing and Changing	UKS2 CYCLE B	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.

Core Theme	Year	Pupils Learn To
Growing and Changing	UKS2 CYCLE B	Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
Growing and Changing	UKS2 CYCLE B	Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Growing and Changing	UKS2 CYCLE B	Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Know where someone could get support if they were concerned about their own or another person's safety.
Growing and Changing	UKS2 CYCLE B	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
Growing and Changing	UKS2 CYCLE B	Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.
Growing and Changing	UKS2 CYCLE B	Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.

Core Theme	Year	Pupils Learn...
Transition and safety	KS3 Cycle A	I can identify, express and manage their emotions in a constructive way
Transition and safety	KS3 Cycle A	I can manage the challenges of moving to a new school
Transition and safety	KS3 Cycle A	I can establish and manage friendships
Transition and safety	KS3 Cycle A	I can improve my study skills
Transition and safety	KS3 Cycle A	I can identify personal strengths and areas for development
Transition and safety	KS3 Cycle A	I can identify personal safety strategies and travel safety, e.g. road, rail and water
Transition and safety	KS3 Cycle A	I know how to respond in an emergency situation
Transition and safety	KS3 Cycle A	I know basic first aid
Developing skills and aspirations	KS3 Cycle A	I can be enterprising, including skills of problem-solving, communication, teamwork, leadership,
Developing skills and aspirations	KS3 Cycle A	I can learn about a broad range of careers and the abilities and qualities required for different careers
Developing skills and aspirations	KS3 Cycle A	I can learn about equality of opportunity
Developing skills and aspirations	KS3 Cycle A	I can challenge stereotypes, broaden their horizons and how to identify future career aspirations
Developing skills and aspirations	KS3 Cycle A	I can learn about the link between values and career choices
Diversity	KS3 Cycle A	I can learn about identity, rights and responsibilities
Diversity	KS3 Cycle A	I can learn about living in a diverse society
Diversity	KS3 Cycle A	I can challenge prejudice, stereotypes and discrimination
Diversity	KS3 Cycle A	I know the signs and effects of all types of bullying, including online
Diversity	KS3 Cycle A	I know how to respond to bullying of any kind, including online
Diversity	KS3 Cycle A	I know how to support others

Core Theme	Year	Pupils Learn...
Health and puberty	KS3 Cycle A	I can make healthy lifestyle choices including diet, dental health, physical activity and sleep
Health and puberty	KS3 Cycle A	I can manage influences relating to caffeine, smoking and alcohol
Health and puberty	KS3 Cycle A	I can manage physical and emotional changes during puberty
Health and puberty	KS3 Cycle A	I know about personal hygiene
Health and puberty	KS3 Cycle A	I can recognise and respond to inappropriate and unwanted contact
Health and puberty	KS3 Cycle A	I can learn about FGM and how to access help and support
Building relationships	KS3 Cycle A	I know how to develop self-worth and self-efficacy
Building relationships	KS3 Cycle A	I can learn about qualities and behaviours relating to different types of positive relationships
Building relationships	KS3 Cycle A	I can recognise unhealthy relationships
Building relationships	KS3 Cycle A	I can recognise and challenge media stereotypes
Building relationships	KS3 Cycle A	I can evaluate expectations for romantic relationships
Building relationships	KS3 Cycle A	I can learn about consent, and how to seek and assertively communicate consent
Financial decision making	KS3 Cycle A	I can make safe financial choices
Financial decision making	KS3 Cycle A	I can learn about ethical and unethical business practices and consumerism
Financial decision making	KS3 Cycle A	I can learn about saving, spending and budgeting
Financial decision making	KS3 Cycle A	I can manage risk-taking behaviour

Core Theme	Year	Pupils Learn...
Drugs and alcohol	KS3 Cycle B	I can learn about medicinal and reactional drugs
Drugs and alcohol	KS3 Cycle B	I can learn about the over-consumption of energy drinks
Drugs and alcohol	KS3 Cycle B	I can learn about the relationship between habit and dependence
Drugs and alcohol	KS3 Cycle B	I can learn how to use over the counter and prescription medications safely
Drugs and alcohol	KS3 Cycle B	I can learn how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
Drugs and alcohol	KS3 Cycle B	I can learn how to manage influences in relation to substance use
Drugs and alcohol	KS3 Cycle B	I can recognise and promote positive social norms and attitudes
Community and careers	KS3 Cycle B	I can learn about equality of opportunity in life and work
Community and careers	KS3 Cycle B	I can challenge stereotypes and discrimination in relation to work and pay
Community and careers	KS3 Cycle B	I can learn about employment, self-employment and voluntary work
Community and careers	KS3 Cycle B	I can set aspirational goals for future careers and challenge expectations that limit choices
Discrimination	KS3 Cycle B	I can manage influences on beliefs and decisions
Discrimination	KS3 Cycle B	I can learn about group-think and persuasion
Discrimination	KS3 Cycle B	I can develop self-worth and confidence
Discrimination	KS3 Cycle B	I can learn about gender identity, transphobia and gender-based discrimination
Discrimination	KS3 Cycle B	I can recognise and challenge homophobia and biphobia
Discrimination	KS3 Cycle B	I can recognise and challenge racism and religious discrimination

Core Theme	Year	Pupils Learn...
Emotional wellbeing	KS3 Cycle B	I can learn about attitudes towards mental health
Emotional wellbeing	KS3 Cycle B	I can challenge myths and stigma
Emotional wellbeing	KS3 Cycle B	I can learn about daily wellbeing
Emotional wellbeing	KS3 Cycle B	I can manage my emotions
Emotional wellbeing	KS3 Cycle B	I can develop digital resilience
Emotional wellbeing	KS3 Cycle B	I can learn about unhealthy coping strategies (e.g. self-harm and eating disorders)
Emotional wellbeing	KS3 Cycle B	I can learn about healthy coping strategies
Identity and relationships	KS3 Cycle B	I can learn about qualities of positive, healthy relationships
Identity and relationships	KS3 Cycle B	I can demonstrate positive behaviours in healthy relationships
Identity and relationships	KS3 Cycle B	I can learn about gender identity and sexual orientation
Identity and relationships	KS3 Cycle B	I can learn about forming new partnerships and developing relationships
Identity and relationships	KS3 Cycle B	I can learn about the law in relation to consent
Identity and relationships	KS3 Cycle B	I can learn that the legal and moral duty is with the seeker of consent
Identity and relationships	KS3 Cycle B	I can effectively communicate about consent in relationships
Identity and relationships	KS3 Cycle B	I can learn about the risks of 'sexting' and how to manage requests or pressure to send an image
Identity and relationships	KS3 Cycle B	I can learn about basic forms of contraception, e.g. condom and pill

Core Theme	Year	Pupils Learn...
Digital literacy	KS3 Cycle B	I can learn about online communication
Digital literacy	KS3 Cycle B	I can use social networking sites safely
Digital literacy	KS3 Cycle B	I can recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation
Digital literacy	KS3 Cycle B	I can respond and seek support in cases of online grooming
Digital literacy	KS3 Cycle B	I can recognise biased or misleading information online
Digital literacy	KS3 Cycle B	I can critically assess different media sources
Digital literacy	KS3 Cycle B	I can distinguish between content which is publicly and privately shared
Digital literacy	KS3 Cycle B	I can learn about age restrictions when accessing different forms of media and how to make responsible decisions
Digital literacy	KS3 Cycle B	I can protect financial security online
Digital literacy	KS3 Cycle B	I can assess and manage risks in relation to gambling and chance-based transactions
Peer influence, substance abuse and gangs	KS3 Cycle B	I can distinguish between healthy and unhealthy friendships
Peer influence, substance abuse and gangs	KS3 Cycle C	I can assess risk and manage influences, including online
Peer influence, substance abuse and gangs	KS3 Cycle C	I can learn about 'group think' and how it affects behaviour
Peer influence, substance abuse and gangs	KS3 Cycle C	I can recognise passive, aggressive and assertive behaviour, and how to communicate assertively
Peer influence, substance abuse and gangs	KS3 Cycle C	I can manage risk in relation to gangs
Peer influence, substance abuse and gangs	KS3 Cycle C	I can learn about the legal and physical risks of carrying a knife
Peer influence, substance abuse and gangs	KS3 Cycle C	I can learn about positive social norms in relation to drug and alcohol use
Peer influence, substance abuse and gangs	KS3 Cycle C	I can learn about legal and health risks in relation to drug and alcohol use, including addiction and dependence

Core Theme	Year	Pupils Learn...
Setting Goals	KS3 Cycle C	I can learn about transferable skills, abilities and interests
Setting Goals	KS3 Cycle C	I can demonstrate strengths
Setting Goals	KS3 Cycle C	I can learn about different types of employment and career pathways
Setting Goals	KS3 Cycle C	I can manage feelings relating to future employment
Setting Goals	KS3 Cycle C	I can work towards aspirations and set meaningful, realistic goals for the future
Setting Goals	KS3 Cycle C	I can learn about GCSE and post-16 options
Setting Goals	KS3 Cycle C	I can learn about skills for decision making
Respectful relationships	KS3 Cycle C	I can learn about different types of families and parenting, including single parents, same sex parents, blended families, adop-
Respectful relationships	KS3 Cycle C	I can learn about positive relationships in the home and ways to reduce homelessness amongst young people
Respectful relationships	KS3 Cycle C	I can learn about conflict and its causes in different contexts, e.g. with family and friends
Respectful relationships	KS3 Cycle C	I can learn about conflict resolution strategies
Respectful relationships	KS3 Cycle C	I can manage relationship and family changes, including relationship breakdown, separation and divorce
Respectful relationships	KS3 Cycle C	I can learn how to access support services
Healthy lifestyle	KS3 Cycle C	I can learn about the relationship between physical and mental health
Healthy lifestyle	KS3 Cycle C	I can learn about balancing work, leisure, exercise and sleep
Healthy lifestyle	KS3 Cycle C	I can make informed healthy eating choices
Healthy lifestyle	KS3 Cycle C	I can manage influences on body image
Healthy lifestyle	KS3 Cycle C	I can make independent health choices
Healthy lifestyle	KS3 Cycle C	I can take increased responsibility for physical health, including testicular self-examination

Core Theme	Year	Pupils Learn...
Intimate relationships	KS3 Cycle C	I can learn about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex
Intimate relationships	KS3 Cycle C	I can learn about myths and misconceptions relating to consent
Intimate relationships	KS3 Cycle C	I can learn about the continuous right to withdraw consent and capacity to consent
Intimate relationships	KS3 Cycle C	I can learn about STIs, effective use of condoms and negotiating safer sex
Intimate relationships	KS3 Cycle C	I can learn about the consequences of unprotected sex, including pregnancy
Intimate relationships	KS3 Cycle C	I can learn how the portrayal of relationships in the media and pornography might affect expectations
Intimate relationships	KS3 Cycle C	I can assess and manage risks of sending, sharing or passing on sexual images
Intimate relationships	KS3 Cycle C	I can secure personal information online
Employability skills	KS3 Cycle C	I can learn about young people's employment rights and responsibilities
Employability skills	KS3 Cycle C	I can learn skills for enterprise and employability
Employability skills	KS3 Cycle C	I can give and act upon constructive feedback
Employability skills	KS3 Cycle C	I can learn how to manage my 'personal brand' online
Employability skills	KS3 Cycle C	I can learn habits and strategies to support progress
Employability skills	KS3 Cycle C	I can identify and access support for concerns relating to life online

Core Theme	Year	Pupils Learn...
Mental health	KS4 Cycle A	To manage challenges during adolescence
Mental health	KS4 Cycle A	To reframe negative thinking
Mental health	KS4 Cycle A	strategies to promote mental health and emotional wellbeing
Mental health	KS4 Cycle A	about the signs of emotional or mental ill-health
Mental health	KS4 Cycle A	To access support and treatment
Mental health	KS4 Cycle A	about the portrayal of mental health in the media
Mental health	KS4 Cycle A	how to challenge stigma, stereotypes and misinformation
Financial decision making	KS4 Cycle A	how to effectively budget and evaluate savings options
Financial decision making	KS4 Cycle A	how to prevent and manage debt, including understanding credit rating and pay day lending
Financial decision making	KS4 Cycle A	how data is generated, collected and shared, and the influence of targeted advertising
Financial decision making	KS4 Cycle A	how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling
Financial decision making	KS4 Cycle A	strategies for managing influences related to gambling, including fraud and cybercrime
Financial decision making	KS4 Cycle A	how to manage risk in relation to financial activities
Healthy relationships	KS4 Cycle A	about relationship values and the role of pleasure in relationships
Healthy relationships	KS4 Cycle A	about assumptions, misconceptions and social norms about sex, gender and relationships
Healthy relationships	KS4 Cycle A	about the opportunities and risks of forming and conducting relationships online

Core Theme	Year	Pupils Learn...
Healthy relationships	KS4 Cycle A	how to manage the impact of the media and pornography about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity
Healthy relationships	KS4 Cycle A	how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing
Healthy relationships	KS4 Cycle A	how to recognise and challenge victim blaming
Healthy relationships	KS4 Cycle A	about asexuality, abstinence and celibacy
Exploring influence	KS4 Cycle A	about positive and negative role models
Exploring influence	KS4 Cycle A	how to evaluate the influence of role models and become a positive role model for peers
Exploring influence	KS4 Cycle A	about the media's impact on perceptions of gang culture
Exploring influence	KS4 Cycle A	about the impact of drugs and alcohol on individuals, personal safety, families and wider
Exploring influence	KS4 Cycle A	how drugs and alcohol affect
Exploring influence	KS4 Cycle A	how to keep self and others safe in situations that involve substance use
Exploring influence	KS4 Cycle A	how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and
Exploring influence	KS4 Cycle A	exit strategies for pressurised or dangerous situations
Exploring influence	KS4 Cycle A	how to seek help for substance use and addiction

Core Theme	Year	Pupils Learn...
Addressing extremism and radicalisation	KS4 Cycle A	about communities, inclusion, respect and belonging
Addressing extremism and radicalisation	KS4 Cycle A	about the Equality Act, diversity and values
Addressing extremism and radicalisation	KS4 Cycle A	about how social media may distort, mis-represent or target information in order to influence beliefs and opinions
Addressing extremism and radicalisation	KS4 Cycle A	how to manage conflicting views and misleading information
Addressing extremism and radicalisation	KS4 Cycle A	how to safely challenge discrimination, including online
Addressing extremism and radicalisation	KS4 Cycle A	how to recognise and respond to extremism and radicalisation
Work experience	KS4 Cycle A	how to evaluate strengths and interests in relation to career development
Work experience	KS4 Cycle A	about opportunities in learning and work
Work experience	KS4 Cycle A	strategies for overcoming challenges or adversity
Work experience	KS4 Cycle A	about responsibilities in the workplace
Work experience	KS4 Cycle A	how to manage practical problems and health and safety
Work experience	KS4 Cycle A	how to maintain a positive personal presence online
Work experience	KS4 Cycle A	how to evaluate and build on the learning from work experience

Core Theme	Year	Pupils Learn...
Building for the future	KS4 Cycle B	how to manage the judgement of others and challenge stereotyping
Building for the future	KS4 Cycle B	how to balance ambition and unrealistic expectations
Building for the future	KS4 Cycle B	how to develop self-efficacy, including motivation, perseverance and resilience
Building for the future	KS4 Cycle B	how to maintain a healthy self-concept
Building for the future	KS4 Cycle B	about the nature, causes and effects of stress
Building for the future	KS4 Cycle B	stress management strategies, including maintaining healthy sleep habits
Building for the future	KS4 Cycle B	about positive and safe ways to create content online and the opportunities this offers
Building for the future	KS4 Cycle B	how to balance time online
Next Steps	KS4 Cycle B	how to use feedback constructively when planning for the future
Next Steps	KS4 Cycle B	how to set and achieve SMART targets
Next Steps	KS4 Cycle B	effective revision techniques and strategies
Next Steps	KS4 Cycle B	about options post-16 and career pathways
Next Steps	KS4 Cycle B	about application processes, including writing CVs, personal statements and interview technique
Next Steps	KS4 Cycle B	how to maximise employability, including managing online presence and taking opportunities to
Next Steps	KS4 Cycle B	about rights, responsibilities and challenges in relation to working part time whilst studying
Next Steps	KS4 Cycle B	how to manage work/life balance

Core Theme	Year	Pupils Learn...
Communication in relationships	KS4 Cycle B	about core values and emotions
Communication in relationships	KS4 Cycle B	about gender identity, gender expression and sexual orientation
Communication in relationships	KS4 Cycle B	how to communicate assertively
Communication in relationships	KS4 Cycle B	how to communicate wants and needs
Communication in relationships	KS4 Cycle B	how to handle unwanted attention, including online
Communication in relationships	KS4 Cycle B	how to challenge harassment and stalking, including online
Communication in relationships	KS4 Cycle B	about various forms of relationship abuse
Communication in relationships	KS4 Cycle B	about unhealthy, exploitative and abusive relationships
Communication in relationships	KS4 Cycle B	how to access support in abusive relationships and how to
Independence	KS4 Cycle B	how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads)
Independence	KS4 Cycle B	emergency first aid skills
Independence	KS4 Cycle B	how to assess emergency and non-emergency situations and contact appropriate services
Independence	KS4 Cycle B	about the links between lifestyle and some cancers
Independence	KS4 Cycle B	about the importance of screening and how to perform self examination
Independence	KS4 Cycle B	about vaccinations and immunisations
Independence	KS4 Cycle B	about registering with and accessing doctors, sexual health clinics, opticians and other health services

Core Theme	Year	Pupils Learn...
Independence	KS4 Cycle B	how to manage influences and risks relating to cosmetic and aesthetic body alterations
Independence	KS4 Cycle B	about blood, organ and stem cell donation
Families	KS4 Cycle B	about different types of families and changing family structures
Families	KS4 Cycle B	how to evaluate readiness for parenthood and positive parenting qualities
Families	KS4 Cycle B	about fertility, including how it varies and changes
Families	KS4 Cycle B	about pregnancy, birth and miscarriage
Families	KS4 Cycle B	about unplanned pregnancy options, including abortion
Families	KS4 Cycle B	about adoption and fostering
Families	KS4 Cycle B	how to manage change, loss, grief and bereavement
Families	KS4 Cycle B	about 'honour based' violence and forced marriage and how to safely access support



The Holden School

"Children at the heart of everything we do"

 **One Team**

 **Dream Big**

 **Be Inclusive**

 **Open and Honest**

 **Deliver Promises**

 The Holden School, Firs Lane, Leigh, Wigan, Lancashire WN7 4SB

Waterloo Lodge School Ltd • Registered Office: 1 Merchants Place, River Street, Bolton, Lancashire BL2 1BX • Registered in England No 03921801

