Aspire Schools - Shortenills Specialist Provision PSHE Policy

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Reviewed by:	Executive Team, Trustees To be ratified by Trustees Autumn 2026
Updates	Rewritten in line with changes to government guidance and requirements.
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Appendix 1: PSHE Long term overview

1. Purpose and context

In accordance with the Education Act 2002, the Academies Act 2010, the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, Aspire Schools is committed to providing a high-quality Personal, Social, Health and Economic (PSHE) education programme for all pupils. This policy has regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised July 2025 and effective from September 2026, Keeping Children Safe in Education 2026 and the Equality Act 2010. The PSHE curriculum incorporates statutory RSHE and should be read alongside the Aspire Schools RSE Policy.

PSHE plays a central role in promoting pupils' personal development, wellbeing, safeguarding awareness and preparation for adult life. Through a carefully sequenced curriculum, pupils develop the knowledge, skills and attributes needed to make informed decisions, manage risk, build healthy relationships, contribute positively to society and thrive as confident, responsible citizens.

At Aspire AP and Shortenills sites, we recognise that many of our pupils have experienced significant challenges which may impact upon their emotional wellbeing, relationships, confidence and engagement with learning. As such, PSHE forms a cornerstone of our curriculum and is integral to our wider therapeutic, nurturing and trauma-informed approach.

The school places a strong emphasis on promoting positive mental health and wellbeing. This includes dedicated Mental Health Leads, trained Mental Health First Aiders.

2. Curriculum intent

At Aspire Schools, our ethos is to *Lead with Love*. We strive to create an environment in which every pupil feels safe, valued, respected and supported to achieve their full potential.

Our curriculum drivers of **Safe, Love and Learn** underpin all aspects of school life and are reflected throughout the PSHE curriculum. We believe that PSHE provides the foundation upon which successful learning, positive relationships and future aspirations are built.

Our curriculum is designed to:

- Promote physical, emotional and mental wellbeing;
- Develop resilience, self-awareness and self-regulation;
- Foster healthy relationships and respectful behaviours;
- Encourage pupils to understand their rights, responsibilities and place within society;
- Support pupils to recognise and manage risk effectively;
- Prepare pupils for adulthood, employment and independent living;
- Promote equality, diversity, inclusion and respect for all.

Teaching is delivered in an inclusive and developmentally appropriate manner, taking account of pupils' individual needs, backgrounds, experiences and levels of readiness.

3. Shortenills Specialist Provision curriculum intent

We aim to foster a culture in which Personal, Social, Health and Economic (PSHE) education is understood not only as a subject to be delivered, but as a powerful contributor to wellbeing,

identity, and personal growth. We seek to create an environment where pupils feel safe, confident, and empowered to engage — where previous misconceptions are challenged, stereotypical thinking is addressed, and every learner develops a sense of self-worth and agency.

In PSHE, as in all areas of our curriculum, we recognise that pupils' journeys are not linear. Many arrive with gaps in fundamental knowledge or limited experience in reflecting on contemporary social issues. Our role is to equip pupils with the knowledge, skills, and understanding they need to make informed decisions, navigate risk, and contribute positively to society. We ensure that pupils are supported developmentally, not simply by age, and we provide experiences that nurture resilience, self-awareness, and the capacity for empathy and advocacy.

Through our PSHE curriculum, pupils gain a comprehensive understanding of themselves as people, their rights and the rights of others, the value of freedom of speech, and the consequences of law-breaking. They develop the ability to think critically about the modern world, engage in debate and discussion, and embrace difference with care and respect. Our aim is to help pupils flourish as healthy, confident, and responsible individuals who know how to keep themselves safe and have the tools to become confident and thriving adults.

4. Creating a safe and supportive learning environment

A safe, supportive and respectful learning environment is fundamental to effective PSHE education.

PSHE lessons are delivered within a framework of clearly established expectations that promote respect, participation, confidentiality and emotional safety. Pupils are encouraged to share views, ask questions and engage in discussion whilst recognising the rights of others to do the same.

The trust's safeguarding procedures apply at all times. Where concerns arise during lessons, staff will respond in accordance with the Aspire Schools Safeguarding and Child Protection Policy.

Classroom expectations are underpinned by the principles that everyone has the right to:

- Learn
- Feel safe
- Be respected
- Be heard

Pupils are expected to demonstrate respect for others, contribute positively to discussions and take responsibility for maintaining a safe learning environment.

Sensitive and potentially distressing content is carefully planned with regard to pupils' individual needs and vulnerabilities. Pupils are not expected to disclose personal experiences in lessons. Staff establish clear discussion boundaries and routes to individual support.

Teaching about mental health, self-harm and suicide prevention is evidence-informed and delivered by appropriately trained staff. The school seeks advice from relevant mental health professionals before directly teaching about suicide, avoids graphic details and focuses on help-seeking and access to trusted support.

5. Equality of opportunity and inclusion

Aspire Schools is committed to ensuring that all pupils have access to a broad, balanced and inclusive PSHE curriculum that promotes equality, challenges discrimination and prepares pupils to participate positively in modern society.

Teaching reflects the Equality Act 2010 and its protected characteristics and is factual, respectful and impartial. At Shortenills Specialist Provision, teaching is developmental rather than solely chronological and is adapted through SEN profiles, Individual Education Plans (IEPs), explicit vocabulary instruction, structured activities and opportunities to revisit essential knowledge.

Adaptation does not reduce pupils' entitlement to statutory RSHE. All pupils receive age-appropriate safeguarding and personal safety education, with additional support where needed. When pupils join at different points, staff identify gaps in essential knowledge and plan opportunities to address them. Teaching remains informed by nurture, trauma-informed practice and high expectations.

6. Teaching and Learning

Throughout the Trust, PSHE is delivered through high-quality, evidence-informed teaching that reflects the needs of our pupils and supports their personal development, wellbeing and future success. We have based our curriculum on the adapted PSHE association framework for specialist schools.

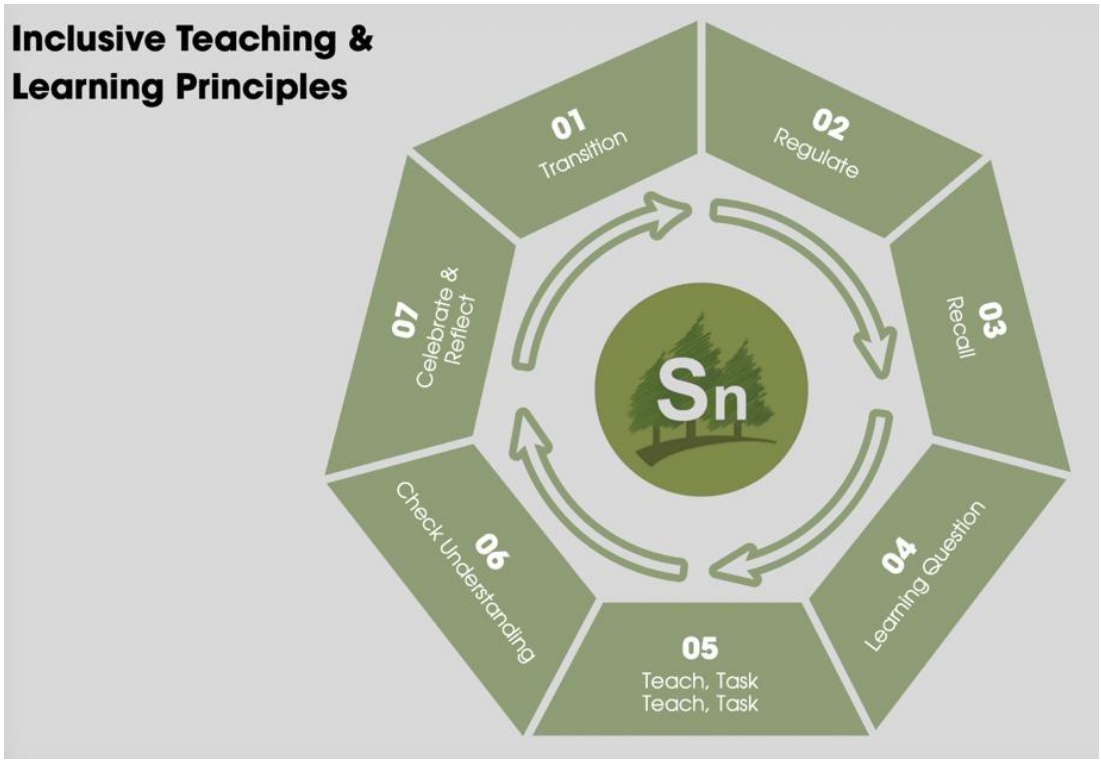
Teaching is underpinned by our whole-school ethos of *Safe, Love, Learn* and is informed by the principles of nurture, trauma-informed practice, cognitive science and adaptive teaching. We recognise that many pupils have experienced disrupted educational journeys and may require additional support to develop confidence, resilience, emotional literacy and self-regulation.

PSHE lessons are designed to be engaging, inclusive and relevant to pupils' lived experiences. Teachers use a range of approaches including discussion, debate, case studies, scenario-based learning, reflection activities, problem-solving tasks and collaborative learning. Pupils are encouraged to express their views respectfully, consider alternative perspectives and apply their learning to real-life situations.

Assessment is used formatively to identify pupils' prior knowledge, monitor progress and inform future teaching. Opportunities for reflection, self-assessment and discussion are embedded throughout the curriculum to support pupils in recognising their personal growth and development.

Across all Shortenills Specialist Provision sites, PSHE is delivered through planned lessons and responsive teaching prompted by safeguarding concerns, current affairs, pupil needs and wider school life. Responsive teaching supplements rather than replaces planned statutory provision.

Careers education, employability skills, personal development and preparation for adulthood are woven throughout the PSHE curriculum, supporting pupils to develop ambition, independence and the confidence to make informed decisions about their futures.



Curriculum coverage and statutory entitlement
The five-year PSHE curriculum is mapped against statutory RSHE requirements, including healthy relationships, consent, safeguarding, online exploitation, harmful sexual behaviour, misogyny, coercive control, artificial intelligence, misinformation, pornography, sexual harassment and sexual violence.

Curriculum leaders maintain a coverage record across PSHE, Science and other relevant subjects. They check that pupils are taught relevant knowledge about criminal exploitation and county lines, knife crime and serious violence, radicalisation, harmful practices, gambling-related harms and how to seek support.

Curriculum coverage and pupils' understanding are reviewed annually through assessment, pupil voice and quality assurance. The Confident Adulthood programme provides opportunities to apply knowledge through practical experiences.

Assessment

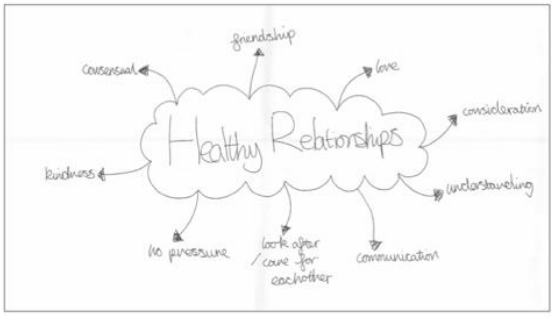
- We record and measure the student's learning based on the lesson objectives and outcomes.
- The teacher and students both need to know what has been learned, and how learning and understanding has progressed and together complete a log of the student's confidence/attitude towards achieving the objective.
- We measure students' progress by checking what they know at the start of a unit and returning to this at the end of the teaching period to see what they know and what they can do by the end of the teaching cycle.

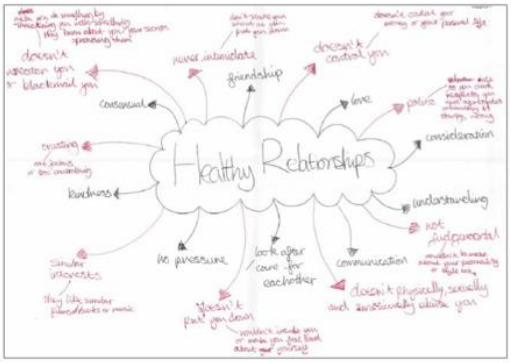
This may look like this:

MIND-MAP ACTIVITIES

Baseline assessment activity

In this example, the student was asked to mind-map their thoughts and ideas about healthy relationships, on their own before starting lessons on relationships.





Baseline revisited as an endpoint assessment

After the lessons, the student returned to their mind-map and added to it in red. Their baseline activity showed quite a good understanding of the basic features of a healthy relationship but their revisited mind-map shows their new learning, especially in relation to recognising signs of an unhealthy relationship.

7. Confidentiality and managing disclosures

Due to the nature of PSHE education, pupils may disclose personal information, seek advice or request support relating to sensitive issues. Aspire Schools is committed to creating a safe and supportive environment in which pupils feel able to discuss concerns and seek help when needed.

All staff delivering PSHE are expected to follow the Trust's safeguarding procedures and act in accordance with the Aspire Schools Safeguarding and Child Protection Policy. Where concerns are raised about a pupil's welfare, staff will respond appropriately and record and report concerns through the Trust's established safeguarding systems.

Staff cannot offer absolute confidentiality. Pupils will be supported to understand that information may need to be shared where there are concerns about their safety or the safety of others. Wherever appropriate, staff will explain this sensitively and involve pupils in the process of seeking additional support.

All external visitors, including healthcare professionals and specialist agencies, must follow safeguarding, confidentiality and visitor procedures. Before any external PSHE or RSHE session, the school reviews the provider's suitability, expertise, lesson content and resources for factual accuracy, impartiality, safeguarding, accessibility and developmental appropriateness. School staff remain involved, and the school retains responsibility for teaching quality. The school will ensure that arrangements with providers do not prevent parents from viewing RSHE resources, subject to appropriate copyright arrangements.

Any disclosure or suspicion of abuse, neglect, exploitation, harmful practices or other safeguarding concerns will be treated seriously and referred immediately to the Designated Safeguarding Lead (DSL) in accordance with statutory safeguarding guidance.

Where concerns involve child-on-child abuse, sexual harassment, sexual violence or harmful sexual behaviour, staff follow the school's safeguarding procedures, record concerns accurately and report them promptly to the DSL or deputy. Staff do not investigate disclosures themselves. Pupils with SEND may need additional support to communicate concerns and have their voices heard.

Where pupils seek advice relating to sexual health, contraception or pregnancy, staff will provide support in an age-appropriate and non-judgemental manner. Professional advice will be sought from relevant health professionals where appropriate. Pupils will be encouraged to involve their parents or carers wherever it is safe and appropriate to do so, and support will be offered to facilitate these conversations.

In situations where a pupil does not wish to involve their parent or carer, staff will seek guidance from the Designated Safeguarding Lead and relevant health professionals to ensure that any response is in the best interests of the pupil, taking account of their age, understanding, wellbeing and safeguarding needs.

8. Responding to pupil's questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.

For instance: *'That is a really interesting question and I need time to think because I want to give you a proper answer.'*

Teachers should work with colleagues if necessary to construct an appropriate answer.

9. Involving parents and carers

The Trust recognises the important role of parents and carers in supporting pupils' personal development, wellbeing and preparation for adulthood and is committed to open, collaborative communication.

Parents and carers will receive clear information about the PSHE and RSHE curriculum, including year-group content, through the school website and direct communication. The school will consult parents and carers when developing or reviewing its RSE Policy and will make reasonable arrangements for them to view all RSHE teaching materials, including resources provided by external organisations, taking account of copyright requirements.

Shortenills Specialist Provision welcomes discussion and feedback. Further information can be obtained from the Headteacher, Heads of School or designated curriculum leader.

Parents and carers may request withdrawal from some or all of the sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education, Health Education or statutory Science content. Requests should be made to the Headteacher, who will discuss the reasons with parents and, where appropriate, the pupil. In secondary education, the Headteacher

may refuse a withdrawal request in exceptional circumstances. From three terms before turning 16, a pupil may choose to receive sex education despite a previous parental request for withdrawal. Where withdrawal is agreed, appropriate purposeful alternative education will be provided. Full procedures are detailed in the Aspire Schools RSE Policy.

Shortenills Specialist Provision will handle all requests sensitively, consider the pupil's individual circumstances and safeguarding needs, record decisions and communicate outcomes clearly.

The full policy will be made available to parents and carers when their child joins the school and upon request.

10. Roles and responsibilities

The Board of Trustees

- The Board of Trustees holds the Chief Executive Officer and school leadership to account for statutory RSHE provision and receives assurance about curriculum delivery and quality.
- Approval and ratification of this policy will follow Aspire Schools' current Scheme of Delegation.

The CEO, Headteacher and designated curriculum leadership

- The CEO oversees implementation through the Headteacher.
- The Headteacher is accountable for consistent PSHE and statutory RSHE provision across all Shortenills sites, appropriate staff training, safeguarding arrangements, parental communication, withdrawal decisions and quality assurance.
- The designated curriculum leader oversees curriculum sequencing, assessment, statutory mapping, resources and professional development.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

11. Monitoring arrangements

The Headteacher and designated curriculum leader monitor PSHE through curriculum reviews, lesson visits, work scrutiny, assessment information, pupil voice and staff development.

- Monitoring evaluates statutory coverage across sites, pupils' acquisition and retention of safeguarding knowledge, healthy relationships understanding and the ability to apply learning. Assessment does not require pupils to disclose personal experiences.

This policy and the curriculum will be reviewed annually and in response to significant changes in legislation or statutory guidance. Approval will follow Aspire Schools' confirmed governance arrangements.

12. Links with other policies

This policy links to the following policies and procedures:

- Aspire Schools Safeguarding and Child Protection Policy
- Aspire School E-Safety and Acceptable Use Policy
- Aspire Schools Relationships and Sex Education Policy
- Aspire Schools Equality and Diversity Policy

The policy was produced through consultation with the Science department (regarding sex and reproduction), with school staff, the Aspire Executive Team and the Trustees.

Appendix 1

PSHE Long term overview

Statutory curriculum mapping: This overview is supported by a cross-curricular coverage record identifying where statutory RSHE knowledge is introduced, developed, revisited and assessed. Teaching is adapted for pupils' individual needs without reducing statutory entitlement.

SEMH

Our curriculum planning for our SEMH schools is strategically structured to support our students in gaining a comprehensive understanding of themselves as people, their rights and the rights of others, the value of freedom of speech, and the consequences of law-breaking. They develop the ability to think critically about the modern world, engage in debate and discussion, and embrace difference with care and respect. Our aim is to help pupils flourish as healthy, confident, and responsible individuals who know how to keep themselves safe and have the tools to become confident and thriving adults.

- ***Key Stage 3:*** This curriculum is based around the adapted PHSE Association Framework specifically developed to support students with SEND. The learning supports the different levels of SEND that our learners will have and links with careers education and Gatsby Benchmarks. Teachers adapt content, knowledge and skills based on students' abilities rather than chronological age, making learning accessible and relevant for all. A number of topics from the KS2 curriculum have been included in the lower KS3 years as they are especially relevant for our students and their needs. Where links can be made with our big question derived from their studies in literature texts in English we recognise this to support depth of learning and relevance.

- ***Key Stage 4:*** This curriculum is based around the adapted PHSE Association Framework specifically developed to support students with SEND. The learning supports the different levels of SEND that our learners will have and links with careers education and Gatsby Benchmarks. At KS4 this guidance has been mapped alongside a Level 2 qualification in Personal Wellbeing through Gateway. Much of the Living in the Wider World Core Theme is also supported by our Careers offer and Confident adulthood curriculum. Assessment at KS4 is in the booklets created to offer a variety of different tasks and activities to meet the Gateway unit objectives and outcomes.

- Reactive PHSCE happens weekly at KS3 and 4. This responds to any events or situation that are pertinent to that class at a specific moment or links to events in our EDI calendar.

Core Themes: The core themes of Heath and Wellbeing, Relationships and Sex Education and Living in the Wider World are inter-woven throughout the 5 year programme. The themes are then broken down into the following strands:

- **Health and Wellbeing -** Self Concept, Healthy lifestyles, Mental Health and Emotional wellbeing, Health related Decisions, Puberty and sexual health, Drugs, alcohol and tobacco, Managing risk and personal safety, Sexual Health and Identity.

- **Relationships and Sex Education -** Positive relationships, Relationship values, Forming and maintaining respectful relationships, Consent, Contraception and parenthood, Bullying, abuse and discrimination, Social influences.
- **Living in the Wider World -** Diversity, rights and responsibilities WILI1 Managing online information WILI2 Taking care of the environment WILI3 Preparing for adulthood WILI4 Managing finances WILI5

Revised DfE RSHE statutory guidance (effective September 2026)
Misogyny and harmful gender attitudes, expanded online harms and digital safety, AI risk, pornography and unrealistic expectations, sexual harassment and sexual violence, new criminal harms, expansion on mental health, healthy relationships and relationship skills, equality act and protected characterises, menstrual and reproductive health, personal safety.

	Year 7	***Year 8***	***Year 9***	***Year 10*** ***Gateway Level 2 Qualification***	***Year 11*** ***Gateway Level 2 Qualification***
Autumn	**Key knowledge – Autumn 1** 1. That happiness is linked to be connected with others MF2 2. How to talk about emotions accurately and sensitively using appropriate vocabulary. Help-seeking behaviour, Self-care, Resilience, Managing distress SA1 SA2 MF2 3. Understand why we have rules in school, at home and in the wider world WILI1 4. Identify similarities and differences	**Key knowledge – Autumn 1** 1. The positive associations between physical activity and the promotion of mental wellbeing including as an approach to combat stress HL1 HL2 2. How to recognise early signs of mental wellbeing concerns. Suicide prevention awareness SSS1 HL2 3. Common types of mental ill health (e.g: anxiety or depression) Bereavement, Grief and loss, Mental health stigma SSS1	**Key knowledge – Autumn 1** 1. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight. Including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular disease. HL1 2. The benefits of regular self examination and screening SSS1 3. Information around personal hygiene including germs, bacteria, viruses, how they are spread, treatment and	**Gateway unit:** **Autumn 1** **Beliefs and Values** **Unit outcomes:** 1.1 Describe what is meant by 'beliefs'. 1.2 Describe, with examples, what is meant by 'system of belief'. 1.3 Compare own beliefs to those of other people/groups. 2.1 Define what is meant by 'values'. 2.2 Describe commonly held values. 2.3 Compare own values to those of other people/groups. 3.1 Assess how values and beliefs may influence own attitudes, opinions and behaviour.	**Gateway unit:** **Autumn 1** **Understanding Motivation** **Unit outcomes:** 1.1 Describe what is meant by motivation. 1.2 Explain, with examples, what is meant by extrinsic and intrinsic motivational factors. 2.1 Assess the impact on self and others of a lack of motivation. 3.1 Assess own motivational factors in current situation.

	between young people of our age WILI1 5. The importance of sleep for good health and how lack of sleep can affect weight, mood and ability to learn HL1 6. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service based activities on mental wellbeing and happiness HL2 HL3 **Autumn 2** 1. Benefits of rationing time spent online, the risks or excessive time spent on electronic devices and the impact of positive and negative content online on their own and others mental and physical wellbeing. HL2 SSS3 SSS4 (P) 2. Dangers of sharing material online and also not to pass on a	4. Basic first aid – treatment for injuries, life saving skills (CPR) and defibrillators SSS5 – incorporate practical activity here. 5. The facts and science relating to immunisation and vaccination SSS1 **Autumn 2** 1. Facts about harm from smoking tobacco/ vaping and the benefits of quitting and how to access support to do so HL7 2. The physical and psychological risks of alcohol consumption and what is considered a safe amount in adulthood H7 3. How the use of alcohol and drugs can lead to risky sexual behaviour CG4 4. That all aspects of health can be affected by choices that they make in sex and relationships both positively and negatively HL1 5. Facts about the full range of contraceptive choices,	prevention of infection SSS4 4. Awareness of dangers of prescription drugs HL6 5. Facts around legal and illegal drugs and associated risks including links to mental health conditions H7 6. Laws around the supply and possession of illegal substances H7 **Autumn 2** 1. Understanding there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others Image-based abuse CG4 SSS1 2. Having a choice to delay sex or enjoy intimacy without sex CG4 CG5 3. How to recognise characteristics of healthy 1-1 intimate relationships which include mutual respect, consent, loyalty, trust, shared interests	3.2 Assess how values and beliefs may influence the attitudes, opinions and behaviour of others: (a) interpersonally (b) globally. **Autumn 2** **Sex and Relationships** **Unit outcomes:** 1.1 Define 'sexuality' and 'sexual orientation.' 1.2 Outline different sexual relationships. 1.3 Describe what is meant by a consensual sexual relationship. Consent 1.4 Describe cultural differences regarding sexual relationships and marriage. 2.1 Describe risks associated with a sexual relationship. Sexual harassment Sexual assault, coercive behaviour, victim blaming 2.2 Describe potentially high risk situations. Coercive and controlling behaviour. Non-fatal strangulation 2.3 Describe how risk/s can be minimised or avoided. Reporting concerns, seeking support, healthy boundaries	3.2 Analyse a situation when own motivation was low. 3.3 Analyse a situation when own motivation was high. 3.4 Describe ways to improve own motivation. **Autumn 2** **Recognising and dealing with bullying** **Unit outcomes:** 1 Understand the terms bullying and victim. 1.1 Describe three different forms of bullying. 1.2 Comment on what is meant by being a victim. 2 Know how to recognise the effects of bullying. 2.1 Describe three examples of the effects of bullying, for example, on attitudes or behaviour. 2.2 Comment on the emotions that may be experienced by a bully when bullying. 2.3 Describe two ways in which the self-esteem of the victim can be raised.

	share information received. What to do and where to get support around online issues and shared material. SSS2 SSS5 SSS6 3. Recognising that not everything we see online is real or true WILI2 4. Recognise that advertising online is targeted at individuals WILI2 5. Identify techniques advertisers might use to get our attention or persuade us something is true and what their motives might be WILI2 6. How information and data is generated, collected, shared and used online SSS2 WILI2 **Key skills** Making links between cause and effect. Reflecting on own choices and emotions. Analysing risk and assessing different scenario's .	efficacy and options available. CG4 6. How to get further advice including how and where to access confidential sexual and reproductive health advice and treatment. CG4 **Key skills** Analysis of risk relating to unhealthy behaviour choices. Enhanced understanding of long term risk on health of choices now. Awareness of how to keep yourself safe if involved in sexual relationships and where to seek help and guidance around this. **Assessment** Mind maps Decision making exercises Written explanations Discussions Quizzes	and outlook, sex and friendship. Stalking, sexual exploitation, sexual coercion CG3 CG4 4. How STI's are transmitted and how risks can be reduced by using contraception. How prevalent STI's are, the impact on those who contract them and key facts about treatment. CG4 **Key skills** Understanding of risk around not engaging with a healthy lifestyle and medical support. The dangers of taking drugs both on physical and mental health. Addressing importance of consent and respectful sexual relationships and awareness of risks of STI's and how they can be treated. **Assessment** Quizzes Role play Discussions Group tasks Decision making exercises	3.1 Describe legal issues in relation to age of consent, marriage, cohabitation and abuse.	3 Understand strategies for dealing with bullying. 3.1 Describe two interventions that can help the bully and the victim. 4 Know where to access help and support. 4.1 Describe three sources of help and support.

	Questioning and challenging. **Assessment** Class discussion. Scenario's. Reflection activities.				
Sequence	***Students develop the knowledge and skills needed to maintain their wellbeing, build positive relationships, make safe and responsible choices online, and become informed, respectful members of their communities.***	***Students build on the previous knowledge learnt to maintain their physical and mental health, respond to emergencies, make informed decisions about relationships and sexual health, reduce health risks, and access appropriate support when needed. This will further be explored next year when we look at STI's.***	***Students build on prior learning around how to maintain a healthy lifestyle, understand risks related to drugs and health, manage relationships safely and respectfully, make informed decisions about sexual health and understand the links to STI's. Specific discussion around coercion is introduced.***	***Students begin their qualification by looking at their own beliefs and values and those of others. This feeds into healthy relationships and RSE at a KS4 Level. We look at legal issues here around RSE, which provides the foundations for legal issues in more complex situations throughout our Equality and Diversity unit.***	***The Beliefs and Values unit from last term sets the foundation for our students to start delving deeper into themselves and learn about what motivates them.*** ***The Bullying unit has links to earlier study on bullying in KS3.***
Spring	**Key knowledge: Spring 1** 1. How to maintain healthy eating and the links between a poor diet and health risks including tooth decay and cancer HL4 2. The benefits of good dental health including oral hygiene and regular check ups at the dentist HL1 3. Key facts about puberty and the changing adolescent	**Key knowledge Spring 1** 1. Why social media, some computer games and online gaming are age restricted. SSS4(P) 2. How to identify harmful behaviours online and how to report or find support if they have been affected by this. Online grooming, image-based abuse, Digital footprints, Online coercion SSS4 SSS6	**Key knowledge Spring 1** 1. What marriage is, including the legal status – legal rights and protections and differences for co-habiting couples CG5 2. The characteristics and legal status of other long term relationships CG3 CG5 3. That some behaviours within relationships are criminal including violent behaviour and coercive	**Spring 1** **Equality and Diversity** **Unit outcomes** 1.1 Define the term 'equality'. Respect for differences 1.2 Describe key legislation in relation to equality. Protected characteristics. 1.3 Describe cases of inequality in a range of situations. Harassment. 1.4 Describe organisational bodies who work on equality issues. 2.1 Define the term 'diversity'.	**Spring 1** **Making Decisions On and Offline** **Unit outcomes:** 1.Understand the range and nature of decisions to be made. 1.1 Describe examples of decisions that are made on a daily basis.

	body including periods. Menstrual health Menstrual wellbeing. Main changes for males and females and implication for emotional and physical health. Menopause awareness CG1 4. The facts about reproductive health and the potential impact of lifestyle on fertility for men and women. Fertility awareness, Reproductive health literacy CG4 **Spring 2** 5. The facts in relation to pregnancy – impartial information on abortion, adoption, keeping the baby and where to get further help and information. CG5 6. How people can actively communicate and recognise consent from others, including sexual consent and when consent can be withdrawn – including	3. The impact of viewing harmful content online. Deepfakes, AI-generated images and videos SSS2 CG4 4. That sharing and viewing indecent images of children including those created by children is a criminal offence Online criminal exploitation SSS6 5. Rights and responsibilities online, including that the same expectations of behaviour apply in all contexts including online. Harmful online influencers, incel ideology, respectful masculinity SSS2 **Spring 2** 1. The roles and responsibilities of parents with the respect of raising children, including characteristics of successful parenting CG5 2. Why marriage is an important relationship choice for many couples and why it must be freely entered into CG5 3. Practical steps you can take in a range of different contexts to improve or support	control. Violence against women and girls (VAWG) CG3 MF3 SA4 4. The characteristics of positive and healthy friendships on and offline. Including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships both sexual and platonic. SA4 SA6 CG2 CG3 MF1 **Spring 2** 1. The concepts of and laws relating to, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM and how these can affect current and future relationships. Misogyny and sexism SSS2 CG4 2. That pornography often represents a distorted picture of sexual behaviours,	2.2 Describe key legislation in relation to diversity. 2.3 Describe cases of positive and negative stereotyping. Gender stereotypes 2.4 Explain how diversity can benefit society. Inclusion 3.1 Explain the difference between discrimination and prejudice. Discrimination 3.2 State the areas of discrimination covered by legislation. Equality law 3.3 Explain the difference between direct and indirect discrimination. Challenging discriminatory language. 3.4 Illustrate examples of each. **Spring 2** **Understanding Risk** **Unit outcomes** 1.1 Describe situations that pose risk to self and others. 1.2 Describe situations involving risk where pressure could be used to influence others 2.1 Describe the positive and negative aspects of risk. 2.2 Identify factors to consider when taking a risk. 2.3 Describe the importance of assessing and managing risk. 2.4 Assess risk in a given situation. 2.5 Compare possible strategies to manage a risk.	1.2 Describe possible life changing decisions. 1.3 Give examples of autocratic, democratic and consensual decision making. 1.4 State the advantages and disadvantages of the decision making methods above. 2.1 Assess the factors to be considered in making a specific decision. 2.2 Describe the rationale and result of a specific decision. 3.1 Describe the negative consequences of a specific decision. 3.2 Assess how the decision might have been made differently with hindsight. **Spring 2** **Individual rights and responsibilities in society** **Unit outcomes:** 1.1 Describe, with examples, the difference between rights and responsibilities.

	online communications. CG4 1. Identify living things that people can care for eg: plants, pets and gardens and what needs to be done to look after them WILI3 2. Discuss different types of living arrangements – independent living, residential care and adult care WILI4 3. Recognise there are different ways of financing adult life and independent living eg: paid work PIP WILI4 4. Basic understanding of money and how it is used, how to keep it safe and how cash machines and cash back work WILI5	respectful relationships SA3 SA5 CG3 4. What constitutes sexual harassment and sexual violence and why these are always unacceptable CG3 5. The impact of different types of bullying include online, responsibilities of bystanders and how and where to get help. Bystander intervention SA4 **Key skills** How to keep yourself safe online and understanding consequences if this does not happen. Recognise esponsibilities around marriage/relationships and parenting. Understand impact and consequences of bullying and sexual violence. **Assessment** Fact recall Quizzes Case studies Decision making exercise Reflection activities.	can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. Sextortion, revenge pornography, Non-consensual image sharing, CG4 SSS6 3. The similarities and differences between the online and physical world. The impact of unhealthy and obsessive comparison with others online. Over reliance on online relationships and risks related to online gambling. To be aware that they can be targeted by specific information online and how to recognise misinformation. AI chatbots and online manipulation, catfishing, fake social media accounts, online scams HL5 SSS7	3.1 Describe reasons for own risk taking. 3.2 Describe feelings that risk taking can give.	2.1 Identify current legislation relating to an individual's rights. 2.2 Describe own rights as an individual in society. 2.3 Give an example of where individuals' rights may conflict. 3.1 Describe the personal, social and legal responsibilities of an individual in society. 4.1 Describe a situation that can affect an individual's rights. 4.2 Describe a situation that can affect an individual's responsibilities. 4.3 Explain the possible consequences when an individual does not undertake their responsibilities.

	Key Skills Making links between actions and potential health consequences. Recognising verbal and non verbal cues in different situations. Taking responsibility around own future and developing research and analytical skills to think about the best future outcomes. **Assessment** Quizzes Role play Mind maps.		4. Explain the concept of fake news and how it can influence peoples attitude to others and understanding of the world. WILI2 **Key skills** Understanding of healthy, boundaried relationships. Legal implications of long-term relationships and marriage. Making clear what constitutes coercive and toxic relationships both platonic and sexual. Awareness of laws around sexual exploitation and other harmful practices. Guidance around dangers of pornography and raising understanding of fake information shared online. **Assessment** Scenario's Discussions Group tasks Vocab checks Retrieval tasks		
Sequence	***Students gain knowledge about maintaining good health, understanding body changes and relationships, respecting consent, caring for living things, and developing the practical life and financial skills needed for adulthood and independent living.***	***Students build on the basic knowledge and skills to stay safe online, recognise and respond to harmful behaviours, build respectful relationships, understand their rights and responsibilities, challenge harmful influences, and contribute positively to safe and***	***Explanations and understanding of healthy and unhealthy relationships are explored in greater depth, alongside the ability to recognise abuse and exploitation, stay safe online, understand legal protections, and critically evaluate information in***	***Equality and Diversity leads us into Understanding Risk in a broader sense. Understanding Risk builds the foundations for the Drug and Substance misuse unit which comes next. Building on risk is important for our learners.***	***Studying risk in year 10 allows students to make links to making decisions both off and online.*** ***The Individual Rights and Responsibilities unit of work supports students beyond school. We believe our***

		inclusive communities. This is done by looking in much more detail at specific risks and scenarios. This will then lead into consequences of unsafe behaviours.	***both the physical and digital world.***	***Equality and Diversity builds on learning around healthy relationships in KS3 and develops the foundations for later study around individual rights and responsibilities.***	***students have the right to advocate for themselves, as such it is our responsibility to teach them about this.***
Summer	**Key knowledge: Summer 1** 1. In school and wider society we should treat others with respect and expect that in return. Tolerance should be shown for other's beliefs. SA3 2. That most friendships have ups and downs and managing conflict to work through and repair relationships. How to seek advice around this and not resorting to physicality SA4 SA5 (P) 3. Practical steps they can take in a range of different contexts to support respectful relationships SA3 MF2 (P) 4. What boundaries are appropriate in friendships with peers and others – including online. SSS3 (P)	**Key knowledge Summer 1** 1. Recognise what we all have in common despite differences. Explain benefits of diversity for our friendships and community WILI1 2. Describe what is meant by rights and responsibilities. Identify some of the different kinds of rights and responsibilities we have in and outside of school. WILI1 3. Recognise concept of human rights and the laws that enforce these. Identify some of our rights to different opportunities in education and work WILI1 4. Identify who we can talk to if we are worried about our rights or those of other people. WILI1 **Summer 2**	**Key knowledge Summer 1** 1. Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law. WILI1 2. Introduce concept of stereotyping and how it can lead to discrimination (based on sex, gender, race, religion, age, sexual orientation or disability). Describe how to safely challenge stereotyping or discrimination when we witness or experience it. WILI1 3. Describe some of the things that keep people healthy and safe at work and the laws that protect us WILI4 4. Explain how daily choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, fast fashion, pollution). 5. Identify our feelings and values in relation to	**Summer 1** **Drug and Substance misuse** **Unit outcomes** 1.1 Give examples of legal and illegal drugs and other substances 1.2 Describe the classification system of illegal drugs. 1.3 Explain why people might use substances legitimately. 1.4 Explain why people might misuse substances. 1.5 Outline the ethical arguments for and against the legalisation of a specific substance. 2.1 Describe the risks associated with drug and substance misuse. 2.2 Assess the impact of long term drug and substance misuse on daily life. 3.1 Describe how to access help/support relating to drug and substance misuse.	**Summer 2** **Enrichment Activity** **Unit outcomes:** 1.1 Perform agreed tasks in an enrichment activity relevant to personal well-being. 1.2 Explain the aims and objectives of the activity. 2.1 Describe own contribution to the agreed enrichment activity. 2.2 Describe the knowledge and/or skills gained as a result of the activity 2.3 Assess the benefits of the activity for self, others and for the wider community. 2.4 Describe ways in which the activity could have been improved. This activity has recently been in the form of a small sports day organised by the Year 11 students.

	Summer 2 1. How stereotypes based on sex, gender, race, religion, sexual orientation or disability can cause damage or encourage prejudice SA3 2. That there are different types of committed, stable relationships and how these relationships contribute to human happiness and their importance for bringing up children CG3 CG4 CG5 3. How to determine if other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and recognise this in others' relationships);	1. Recognise there are different types of employment – paid/ voluntary, full/part time and work placements. WILI4 2. Recognise that some jobs are paid more than others and money may influence career choice WILI4 3. Understand concept of saving, earning and spending money. Identify how we are encouraged to spend money online WILI5 4. Understand the consequence of spending more than we earn WILI5 5. Identify ways in which money can be kept safe WILI5 **Key skills** Celebrate diversity and difference and recognise ourselves. Understanding our place in the world and our rights and responsibilities. Employment and financial stability/ responsibility. **Assessment** Debate activity Discussions Group tasks Problem solving activities	climate change and the environment WILI3 **Summer 2** 1. Understand concept of value for money and difference between essential and luxury purchases WILI5 2. Discuss concepts of afford, borrow and lend and debt and credit WILI5 3. Explain benefits and identify different methods of saving for the future WILI5 4. Identify what we can do if something is faulty and we want to return it (our legal rights). WILI5 **Key skills** Ability to share and celebrate different cultures and beliefs. Challenge stereotypes. Understand our impact on the world we live in and our potential for environmental and cultural change. Recognise our rights as a consumer and instil financial understanding and responsibility. **Assessment** Vocab check Problem solving activities Scenario's Discussion		**Revision and Exams**

	and how to seek help or advice. MF2 CG2 CG5 SSS2 SSS6 4. How to respond safely and appropriately to all adults they may encounter who they do not know – also online. SSS2 SSS3 (P) 5. The concept of privacy and implications of it for both children and adults including the fact that it is not always right to keep secrets if they relate to keeping safe. SSS3(P) **Key skills** Ability to recognise how our behaviour may impact others both positively and negatively. Learn to advocate for yourself and others safely and with confidence. Supported to have the confidence to question others – both peers and adults to ensure safe relationships are maintained. Be aware of	Peer assessment	Written activities Mind maps		

	avenues to reach out to if there are concerns. **Assessment** Case studies Scenario's Role plays Decision making exercise.				
Sequence	***Students develop the skills to build respectful and healthy relationships, challenge prejudice and stereotypes, recognise unsafe situations, maintain appropriate boundaries, and seek support when needed to keep themselves and others safe.***	***Students develop an understanding of fairness, diversity, and rights. Previous learning around adulthood is supplemented with essential knowledge about work, careers, and money management, helping them prepare for responsible participation in society and adult life.***	***Students build on their previous learning around fairness, diversity, environmental responsibility, workplace safety, and financial decision-making, helping them to make informed, responsible choices in everyday life and future adulthood. They are given more opportunity to safely challenge and advocate for themselves in different scenarios.***	***Drug and Substance Misuse is an important topic for our students to learn about. It is important that they learn this in the context of risk and this unit builds on the units from last term.***	***Ending the qualification with enrichment supports students' leadership skills and enables them to work on their empathy skills within the Confident Adulthood Curriculum by working with our younger students.***

WILI 4 & WILI5 Preparing for Adulthood Topics covered in careers, cooking and Confident Adulthood:

- Independent living skills – safe travel, shopping, meal preparation. WILI4
- Interview technique, communication and team working skills. WILI4
- Job applications and CV writing. Discussion around strengths, skills and qualifications needed for the jobs that interest us. WILI4
- Post 16 choices – further study, work placements, supported internships and apprenticeships. WILI4
- Identify people and organisations that can provide advice and support for our future employment. WILI4
- Demonstrate skills for budgeting and managing potential income and living costs. WILI5
- Demonstrate enterprise skills – eg: participation in a mini enterprise project. WILI5