

## **TSAT Curriculum Intent PSHEE**

“Better People make better Students”

The TSAT vision is to “realise the Life Chances and Dreams of every child.” In PSHEE we recognise that this is about more than academic success. As a Trust we will prepare our young people for life outside the classroom through following the nationally approved guidelines and recognising the issues most important to our young people. Although our schools are spread across the city there are common themes that will affect all our young people and through close collaboration we will make sure every child leaves the TSAT prepared for life. As well as sharing the workload the cooperation across the Trust also allows the freedom for bespoke curriculums to fully tailor the learning to the needs of our young people.

As a trust we will produce high achieving young people, who are active and engaged citizens of their community, this city, modern Britain, and the wider world.

## Forge Valley School Personal Development

### **Why/Intent**

Forge Valley is a safe, inclusive learning community where students and staff learn and thrive together. Our ethos is based upon 'everyone striving to become their very best'.

We live in a multi-faceted global community that exists both in the physical world and the digital world, providing 21<sup>st</sup> young people with immense opportunities. Our role is to support them in navigating this global arena. For them to achieve happy, fulfilling and healthy lives we will equip our pupils with the skills and knowledge they need to make safe decisions, to minimise risk, to be healthy, to appreciate the opportunities available to them and take full advantage of them. We strive for academic success but also believe that the rewards available from academic success can only fully be enjoyed with good health, successful relationships and a secure sense of self.

### **The Personal Development curriculum**

Pupils in Years 7 to 10, 12 and 13 have a 1-hour lesson each week. In Y11 pupils take part in drop-down days, focussed on futures and managing the exam period and transition out of compulsory education.

The curriculum is built around 3 core themes My Mind, My Body, My Future

**My Mind** supports young people to develop their own set of values, morals and ethics. Underpinned by the Equalities Act 2010 and the fundamental British values, we discuss a range of areas such as racism, sexism and misogyny, LGBTQ+ rights and honour-based violence.

**My Body** is all about our physical health covering topics such as puberty, diet and exercise, smoking and vaping, the link between physical and mental health, conception, contraception, STI's, pregnancy, miscarriage and cancer.

**My Future** includes lesson on careers and study skills but also equips pupils with an understanding of the rights and responsibilities as citizens. Topics covered include the UK political system, democracy, how laws are made, sustainability and citizenship.

## Key concepts

The curriculum is centered around a core set of questions and key skills that are transferable across all units of study.

The 3 strands My Mind, My Body, My Future embody the key elements of personal responsibility we aim to promote. The sequencing of topics is carefully planned using a range of local and national data, safeguarding information, parent and pupil voice. The topics gradually increase in complexity and deal with more mature content at time that is comfortable for pupils but provides the information they need to make decisions for themselves in a timely manner. We draw on expert advice from the PSHE association for guidance on content timing of sensitive topics and use the NSPCC Talk Relationships resources as the core of this delivery.

Underpinning all areas are the Equalities Act 2010 and the British Values, both of which we promote in all aspects of school life.

### Key questions

Key questions in PD are consistent across all topics;

- What are the laws/legal framework relating to this topic?
- What are the physical consequences (positive & negative)?
- What are the emotional consequences (positive & negative)?
- How could this topic impact your future life?
- How does this link to British Values?
- How does this link to the Equalities Act 2010?

### Key skills

Be able to access reliable sources of information

Being reflective on one's own experiences

Show empathy for others

Show an understanding of diversity

By the end of key stage 3 pupils will;

My Mind	My Body	My Future
<ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities</li> <li>• Know the features of a healthy and unhealthy relationships</li> <li>• Know the impact of equality and diversity in relationships</li> <li>• Understand the concept of respect and its importance</li> <li>• Understand the nature of online relationships</li> <li>• Understand the different kinds of relationships and families that exist</li> <li>• Know the laws around marriage and family life</li> <li>• Know what forced marriage and FGM are and their legal status</li> </ul>	<ul style="list-style-type: none"> <li>• Know what a healthy diet is</li> <li>• Know what healthy levels of activity are</li> <li>• Know the physical changes associated with puberty</li> <li>• Know about transmission of</li> <li>• Know the facts and laws relating to legal and illegal substances</li> <li>• Understand the concept of consent Know the laws relating to all forms of sexual contact</li> <li>• Know the facts around STI's and contraception</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concepts of citizenship, community and democracy</li> <li>• Know what the British Values are</li> <li>• Know what Equality and Equity are</li> <li>• Know what discrimination is</li> <li>• Know what labour market data is</li> <li>• Be able to make informed choices about their KS4 options</li> <li>• Have investigated careers and pathways</li> <li>• Have learnt about personal finance – the economy, credit saving, borrowing and budgeting</li> </ul>
<ul style="list-style-type: none"> <li>• Know where to find reliable advice and support</li> <li>• Being reflective on one's own experiences               <ul style="list-style-type: none"> <li>• Show empathy for others</li> <li>• Show an understanding of diversity</li> </ul> </li> </ul>		

By the end of key stage 4 pupils will;

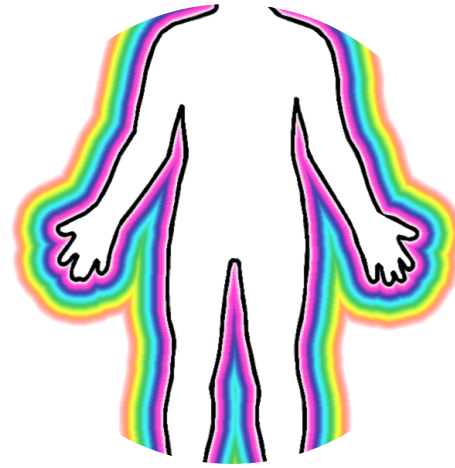
My Mind	My Body	My Future
<ul style="list-style-type: none"> <li>• Develop their understand their own rights and responsibilities</li> <li>• Know what constitutes harmful online content</li> <li>• Know the consequences of viewing harmful content</li> <li>• Understand the nature of harmful online behaviour</li> <li>• Know the laws and consequences related to indecent images of children</li> <li>• Know the laws and risk associated with gambling including online</li> <li>• Know how an online image/reputation can be curated and the impact of this</li> <li>• Further develop their understanding of healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop their understanding of healthy relationships</li> <li>• Develop their knowledge around conception, pregnancy and fertility issues</li> <li>• Explore pregnancy options and link this to RS</li> <li>• Know how to take responsibility for their own health matters</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role of local regional and national government</li> <li>• Explore the diversity of communities</li> <li>• Explore systems of governance</li> <li>• Explore human rights</li> <li>• Develop their understanding from local/national to global</li> <li>• Understand the structure of the legal system and its accountability</li> </ul>
<ul style="list-style-type: none"> <li>• Know where to find reliable advice and support</li> <li>• Being reflective on one's own experiences               <ul style="list-style-type: none"> <li>• Show empathy for others</li> <li>• Show an understanding of diversity</li> </ul> </li> </ul>		

By the end of key stage 5 pupils will;

My Mind	My Body	My Future
<ul style="list-style-type: none"> <li>• Develop their own sense of ethics and morals</li> <li>• Further develop their understanding of healthy and unhealthy relationships</li> <li>• Be able communicate their own personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to take responsibility for their own health</li> <li>• Know when to self-examine</li> <li>• Know how to register for a doctor and dentist</li> <li>• Know what routine screening is and why it is important</li> <li>• Understand prescriptions charges and private healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• Know their rights and responsibilities as consumers</li> <li>• Understand wages, tax, national insurance and pension contributions</li> <li>• Understand a range of personal finance products</li> <li>• Develop their understanding of diversity in a range of environments</li> <li>• Know how to promote diversity and inclusion</li> <li>• Take part in an active citizenship project in the school or the local community</li> </ul>
<ul style="list-style-type: none"> <li>• Know where to find reliable advice and support</li> <li>• Being reflective on one's own experiences               <ul style="list-style-type: none"> <li>• Show empathy for others</li> <li>• Show an understanding of diversity</li> </ul> </li> </ul>		



My  
Mind



My  
Body



My  
Future

Developing the skills and knowledge needed to be happy, healthy, safe and successful in modern Britain

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Half term 1	My Future Intro to FVS	My Future My place in society	My Future Making the right choices	My Future The workplace	My Future Sheffield Progress	My Future Success in VI Form	My Future Personal Finance
Half term 2	My Mind Healthy relationships	My Future Citizenship	My Body Substances	My Mind Online safety	My Future Personal finance	My Future Being an active citizen	My Mind Relationships
Half term 3	My Body Adolescence		My Body Being safe	My Future Citizenship	My Mind Managing stress and change		
Half term 4	My Body Healthy lifestyle	My Body Healthy lifestyles	My Mind Online safety				My Mind My Body Healthy Relationships
Half term 5	My Body First Aid	My Mind Relationships	My Body Sex and safety	My Body Pregnancy & Parenting			
Half term 6	My Future	My Future Personal Finance	My Mind Parenting	My Mind Relationships		My Body Personal safety and risks	



Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>My Future</b> Intro to FVS</p> <ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> </ul>	<p><b>My Mind</b> Healthy relationships</p> <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>	<p><b>My Body</b> Adolescence</p> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health <ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul> </li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> </ul>	<p><b>My Body</b> Healthy lifestyle</p> <ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics <ul style="list-style-type: none"> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul> </li> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>	<p><b>My Body</b> First Aid</p> <ul style="list-style-type: none"> <li>basic treatment for common injuries <ul style="list-style-type: none"> <li>life-saving skills, including how to administer CPR</li> <li>the purpose of defibrillators and when one might be needed</li> </ul> </li> </ul>	<p><b>My Future</b> Equality and British Values</p> <ul style="list-style-type: none"> <li>an understanding of how citizens can influence decision-making through the democratic process</li> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> <li>an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</li> <li>an understanding of the importance of identifying and combatting discrimination</li> </ul>

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>My Future</b> <b>My place in society</b></p> <ul style="list-style-type: none"> <li>an understanding of the importance of identifying and combatting discrimination</li> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> <li>Injustice, prejudice, stereotypes and discrimination (in learning and the workplace) <ul style="list-style-type: none"> <li>HEPP visit</li> </ul> </li> </ul>	<p><b>My Future</b> <b>Citizenship</b></p> <ul style="list-style-type: none"> <li>the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</li> <li>the operation of Parliament, including voting and elections, and the role of political parties</li> <li>the precious liberties enjoyed by the citizens of the United Kingdom</li> <li>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> <li>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities <ul style="list-style-type: none"> <li>an understanding of how citizens can influence decision-making through the democratic process</li> </ul> </li> <li>an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> </ul>		<p><b>My Body</b> <b>Healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</li> </ul>	<p><b>My Mind</b> <b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>that there are different types of committed, stable relationships</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony <ul style="list-style-type: none"> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul> </li> <li>the characteristics and legal status of other types of long-term relationships.</li> </ul>	<p><b>My Future</b> <b>Personal Finance</b></p> <ul style="list-style-type: none"> <li>the functions and uses of money, the importance and practice of budgeting, and managing risk</li> </ul>

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
	<p><b>My Future</b> <b>Making the right choices</b></p> <ul style="list-style-type: none"> <li>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options</li> <li>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers</li> <li>Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations</li> <li>Green careers - the relationship between career and the environment <ul style="list-style-type: none"> <li>Options at EVS</li> </ul> </li> </ul>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>the law relating to the supply and possession of illegal substances <ul style="list-style-type: none"> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>the physical and psychological consequences of addiction, including alcohol dependency</li> </ul> </li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>The risk of exploitation by gangs CCE and CSE</li> </ul>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and how these can affect current and future relationships <ul style="list-style-type: none"> <li>That's some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> </ul> </li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> <li>how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> </ul>	<p><b>My Mind</b></p> <ul style="list-style-type: none"> <li>the impact of viewing harmful content</li> <li>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online <ul style="list-style-type: none"> <li>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> </ul> </li> <li>what to do and where to get support to report</li> </ul>	<p><b>My Body</b></p> <ul style="list-style-type: none"> <li>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>The facts about the full range of contraceptive choices, efficacy and options available</li> </ul>	<p><b>My Mind</b></p> <ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>how to determine whether other children, adults or sources of information are trustworthy <ul style="list-style-type: none"> <li>how to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</li> </ul> </li> <li>how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>My Future Learning in KS4</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities in the workplace and society</li> <li>• Awareness and understanding of recruitment and selection processes</li> <li>• Entrepreneurialism and self-employment</li> <li>• CDI - exploring local and national labour market trends</li> <li>• CV's &amp; Personal Statements</li> <li>• CDI - researching the labour market and the</li> <li>• CDI - researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• researching entrepreneurialism and self-employment</li> </ul>	<p><b>My Mind Online safety</b></p> <ul style="list-style-type: none"> <li>• the risks related to online gambling including the accumulation of debt,</li> <li>• CDI - recognising the role that money and finances will</li> <li>• play, in the decisions that they make and, in their life and career</li> <li>• the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),</li> <li>• how people may curate a specific image of their life online,</li> <li>• over-reliance on online relationships including social media,</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>	<p><b>My Future Citizenship</b></p> <ul style="list-style-type: none"> <li>• parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</li> <li>• the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li> <li>• local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world <ul style="list-style-type: none"> <li>• human rights and international law</li> </ul> </li> <li>• the legal system in the UK, different sources of law and how the law helps society deal with complex problems</li> <li>• diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li> <li>• the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</li> </ul>	<p><b>My Body Pregnancy &amp; Parenting</b></p> <ul style="list-style-type: none"> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing <ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• the facts around pregnancy including miscarriage</li> </ul> </li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> </ul>	<p><b>My Mind Relationships</b></p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex <ul style="list-style-type: none"> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and</li> </ul> </li> </ul>	

2023 2024 – Drop down days only

	Half term 1	Half term 2
Year 11	<p><b>My Future</b> Sheffield Progress applications</p> <p>Led by the Careers team</p>	<p><b>My Future My Mind My Body</b></p> <p>Consent Pornography Sexual harassment and HSB</p> <p>Budgeting Savings</p>

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p style="text-align: center;"><b>My Future Success in VI form</b></p> <ul style="list-style-type: none"> <li>• how to manage work-life balance, including study, leisure, exercise, sleep and time online</li> <li>• strategies to promote mental health and emotional wellbeing and address difficulties</li> <li>• stress management strategies</li> <li>• about the signs of emotional or mental ill-health</li> <li>• how, when and why to access appropriate support and treatment</li> <li>• about the effects on body image and self-esteem, of idealised images of bodies and pressure to conform</li> <li>• strategies to manage influences on body image</li> <li>• how to manage influences and risks relating to cosmetic and aesthetic body alterations</li> </ul>	<p style="text-align: center;"><b>My Future - Citizenship</b></p> <ul style="list-style-type: none"> <li>• how to communicate personal values in different types of relationships</li> <li>• strategies to challenge prejudice and discrimination in relation to inclusion and any of the protected characteristics of the Equality Act (2010)</li> <li>• about rights, roles and responsibilities in a diverse society and how to respect and advocate for them</li> <li>• to celebrate cultural diversity and promote inclusion</li> <li>• about the ways different faith or cultural views can influence relationships, and how to challenge these if appropriate</li> <li>• how to safely challenge prejudice and discrimination, including online</li> <li>• about extremism and radicalisation, how to reduce the risks and when, where and how to seek help</li> </ul> <p style="text-align: center;">Active citizenship project</p> <p style="text-align: center;">VI form pledge</p>		<p style="text-align: center;"><b>My Mind My Body – Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• how to seek and assertively give, not give or withdraw consent, in all contexts about the legal and moral responsibilities in relation to seeking consent and how to recognise factors that might affect capacity to consent</li> <li>• about the emotional, physical, social, and legal consequences of failing to respect others’ right not to give or to withdraw consent</li> <li>• how to identify the signs of abuse, exploitation and assault or rape</li> <li>• where and how to access support and report concerns, including online</li> <li>• to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online</li> <li>• how to recognise manipulation and coercion and manage negative influence and persuasion</li> <li>• exit strategies for unhealthy relationships</li> <li>• about rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help</li> <li>• about the unacceptability and illegality of forced marriage and ‘honour’-based violence and how to safely seek help</li> <li>• exit strategies for pressurised or dangerous situations</li> </ul>	<p style="text-align: center;"><b>My Body - Personal Safety and Risks</b></p> <ul style="list-style-type: none"> <li>• how to assess and manage risk and personal safety in new independent situations, including online</li> <li>• how to manage personal safety in relation to travel, including cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely</li> <li>• about safety, rights and responsibilities when travelling in the UK and abroad, including passport, visa and insurance requirements</li> <li>• how to perform first aid</li> <li>• how to evaluate when to summon emergency services and about the importance of giving accurate information, even in cases where there may be legal consequences</li> <li>• to identify and manage the impact of substance use on health, personal safety, decision making and sexual behaviour</li> <li>• about the consequences of substance use, and how to manage use of alcohol and other drugs</li> <li>• about the risks of being a passenger with an intoxicated driver and how to manage this</li> <li>• about the impact of substance use on road safety, work-place safety, reputation and career</li> </ul>	

	Half term 1	Half term 2	Half term 3	Half term 4
<p><b>My Future – Personal finance</b></p> <p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>• how to effectively plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university)</li> <li>• about salary deductions, including taxation, national insurance, student loan repayments and pensions, and how to manage these</li> <li>• how to evaluate savings options</li> <li>• how to manage financial contracts, including mobile phone services and renting items and accommodation, and identify appropriate advice</li> <li>• how to evaluate the potential gains and risks of different debt arrangements and repayment implications</li> </ul>	<p><b>My Mind - Relationships</b></p> <ul style="list-style-type: none"> <li>• how to assertively communicate relationship expectations</li> <li>• how to recognise manipulation and coercion, how to seek and assertively give, not give, or withdraw consent</li> <li>• how to effectively evaluate and use the most appropriate methods of contraception in different circumstances (including emergency contraception) and communicate about use with a sexual partner</li> <li>• about sexual health services, locally, nationally and online, and how to access and use them</li> <li>• to recognise how fertility changes over time and evaluate the implications of this</li> <li>• about the advantages of delaying conception</li> <li>• about unintended pregnancy and young parenthood</li> <li>• about the pathways available in the event of an unintended conception</li> <li>• how to access appropriate advice and support in relation to pregnancy, including miscarriage</li> <li>• how to manage mature friendships, including making friends in new places</li> <li>• strategies to confidently manage transitional life phases, such as leaving school, or leaving home for the first time</li> <li>• about personal safety in new relationships, including online</li> <li>• how to maintain healthy, pleasurable relationships and about different levels of emotional intimacy, the role of pleasure, and the difference between 'love' and 'lust'</li> <li>• about relationship challenges and how to manage the ending of relationships safely and respectfully, including online</li> <li>• how to assertively communicate and negotiate boundaries in relationships</li> <li>• about professional relationships; how to build meaningful relationships in the workplace and establish and respect boundaries</li> <li>• how to manage strong emotions, communicate constructively and negotiate difficulties</li> <li>• strategies to recognise, de-escalate and exit aggressive social situations</li> <li>• how to evaluate the dangers and consequences of involvement in gangs, serious organised crime or carrying a weapon</li> </ul>		<p><b>My Body – Responsible health</b></p> <ul style="list-style-type: none"> <li>• skills to improve adaptability and resilience during periods of change and strategies to manage change</li> <li>• about the importance of monitoring personal health and wellbeing</li> <li>• how to make informed, independent health choices and manage media messages about health (including about vaccination/immunisation)</li> <li>• how to maintain a healthier diet</li> <li>• about registering with and accessing doctors, opticians and other health services</li> <li>• about screening and how to perform (e.g. breast and testicular) self-examination</li> <li>• about illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'</li> <li>• how to select appropriate contraception in different contexts and relationships</li> <li>• how to reduce the risk of contracting or passing on an STI</li> <li>• about accessing local and national advice, diagnosis and treatment in relation to sexual health</li> </ul>	