**Curriculum Mapping for New Statutory Guidance 2020**

**How PSHE is delivered at George Stephenson High School:**

* Clear planned and coordinated scheme of work in place across all year groups (yr 7- 11)
* Learning objective are organised in a carefully sequenced way (Curriculum mapping)
* Active learning methodologies and up-to-date resources used
* ‘Dimensions Day’ each year with different themes for each year group which includes the ‘Lions of Zululand’ where a tribe from Africa come and teach about their culture, art, dance and language. Other guest speakers are Medical Mavericks,Show Racism the Red Card, Blue Sky Trust, Gibber, Teenage Cancer Trust and Operation Encompass in addition to various guest speakers
* Various themed weeks take place throughout the year such as ‘Health Week’, ‘Anti-Bullying Week’, ‘Children’s Mental Health Week’, ‘The Diversity Games,’‘Week of Sport’, ‘Holocaust Memorial Week,’ ‘Literacy Week’ and ‘Numeracy week’ all with PSHE cross curricular links.
* Study Skills Sessions take place once a week during registration some with ‘Healthy Living’ and ‘Mental well-being’ themes.
* ‘Live and Learn’ Days in which students have guest speakers to help them with motivation, revision plans and managing stress.

Purple writing indicates where we meet these standards in lessons

Blue writing indicates where we meet these standards by other means

Green writing is where we meet these standards for parents/carers/staff

**Mental Health and Well Being**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| How to talk about emotions accurately and sensitively using appropriate vocabulary  | To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem  | * Gain knowledge and understanding of the different factors which make an individual ‘healthy’. Year 7 Lessons 1-2
* Mind Your Head Year 8 Lessons 12 – 14 including anxiety and social anxiety
* Body Image: To understand the importance of positive body image and how it can be manipulated by different forms of media. Year 9 Lesson 1
* Mental Health Disorders – Year 11
* Bands such as The Hara and New Rules come in to deliver mental health workshops for all year groups. Q and A, discussion as well as performances
* Year 7 Health week session about self esteem
* Guest speakers such as Leo Gormley come in and talk about personal experience and to raise motivation
* Live and Learn Days about the importance of managing stress
* The Diversity Games gives opportunities for schools to come together and raise each other’s self esteem as part of one team.
 |
| That happiness is linked to being connected to others  | To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment  | * Year 7 Puberty and understanding extreme happiness and sadness and how to keep strong civil relationships with friends/ parents/ teachers
* Bands such as The Hara and New Rules discuss their own personal experiences with self esteem and interact with the whole year group about their experiences.
* Diversity Games brings people together from different schools but may have similar backgrounds that makes them disadvantaged so can share friendship
 |
| How to recognise the early signs of mental wellbeing concerns  | The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)  | * Year 7 Mental Health includes Heads Together and combatting stigma
* Mind Your Head Year 8 Lessons 12 – 14 including anxiety and social anxiety
* Year 9 Depression lesson
* Year 10 Eating Disorder Lessons
* Children’s Mental Health Week activities
* Anti-Bullying week activities
* Senior Health and Well Being Group
* CSI (Celebration of Student Individuality) team have displays, assemblies and events
* Ted talks used in registration about how to recognise early signs of concern
 |
| Common types of mental ill health (e.g. anxiety and depression)  | The characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression)  | * Year 7 Mental health combatting stigma and different forms of mental health
* Mind Your Head Year 8 Lessons 12 – 14 including anxiety and social anxiety
* Year 9 Depression Lesson
* Mental Health Assemblies
* Activities in ‘Children’s Mental Health Week’.
 |
| How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health  | To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing  | * Recognise there are different types of exercise and understand how exercise can help physical, social and mental health. Year 7 Lessons 5-6
* Mind Your Head Year 8 Lessons 12 – 14 including anxiety and social anxiety
* Children’s mental health week activities
* Live and Learn Days about the importance of managing stress and creating revision timetables
 |
| The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness  | The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies  | * Recognise there are different types of exercise and understand how exercise can help physical, social and mental health. Year 7 Lessons 5-6
* Mind Your Head Year 8 Lessons 12 – 14 including anxiety and social anxiety
* Children’s mental health week assemblies
* Week of Sport – whole week trying alternative sports such as surfing and Rave for Life
* The Diversity Games in which GSHS set up where schools join together to make teams and complete activities such as Korean Dance, orienteering and team building activities.
 |

**Internet and Safety Harms**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online  | How the media portrays young people; to recognise its possible impact on body image and health issues To recognise and manage feelings about, and influences in, their body image including the media’s portrayal of idealized and artificial body shapes  | KS3* All KS3 Students complete an Online Safety Qualification in which one of the modules is about self-esteem and body image
* To understand the importance of positive body image and how it can be manipulated by different forms of media. Year 9 Lesson 1
* Understand how media and porn present body image. Year 9 Lesson 1
* Careers and Business Year 7/8 Accumulation of debt and gambling
* Body Image activities in Year 7 Health Week

KS4* All KS4 Students complete an Online Safety Qualification in which one of the modules is about self-esteem and body image
* Blue Sky Trust deliver workshops to whole of Year 10 about healthy body image and dangers of unrealistic body images in media and pornography
* All parents/ carers have access to their own online Safety Qualification Course
 |
| 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  | To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted To manage unwanted attention in a variety of contexts (including harassment and stalking) To recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks To assess and manage risk in relation to financial decisions that young people might make About gambling (including on-line) and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling; how to manage pressure or influence to gamble and access support if worried about themselves or others To explore social and moral dilemmas about the use of money To recognise and manage influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms); to access appropriate support for financial decision-making and for concerns over money, gambling etc.  | * All KS3/4 Students complete an Online Safety Qualification in which one of the modules is about online bullying, harassment and stalking as well as social media issues
* Operation Encompass completes workshops and provides drop ins for help and support with online bullying and harassment
* In Careers and Business Year 7/8 lessons on personal budgeting and finance
* In Careers and Business Year 7/8 lessons on gambling and online gambling
* Year 7/8 ICT online privacy settings
* Anti-Bullying Week activities
* All parents/ carers have access to their own online Safety Qualification Course
* Parent Internet Safety Meetings
 |

**Physical Health and Fitness**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress  | The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies Strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing  | * PE Department have totally new assessment module in which students are assessed on: Social, Physical, Observation, Resilience and Responsibility and Thinking to promote better mental health and well being
* Gain knowledge and understanding of the different factors which make an individual ‘healthy’. Year 7 Lessons 1-2
* Recognise there are different types of exercise and understand how exercise can help physical, social and mental health. Year 7 Lessons 5-6
* Week of Sport in which students try different activities such as surfing and Rave for Life
* Medical Mavericks complete workshops based on Sports Science to race virtual Usain Bolt and mental health and well being
* Diversity Games in which students from all schools are brought together to complete common physical goals
* Staff health and wellbeing CPD in which staff get to try different activities such as cooking and hot yoga.
 |
| The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.  | The importance of, and strategies for, maintaining a balance between work, leisure and exercise  | * Gain knowledge and understanding of the different factors which make an individual ‘healthy’. Year 7 Lessons 1-2
* Week of Sport in which students get to experience alternative sports
* This Girl Can Events such as getting girls to go to Clubbercise
* Events aimed at getting the inactive or disengaged students to attend workshops on alternative exercise and health and nutrition
 |
| As about the science relating to blood, organ and stem cell donation (NOT DEFINATLEY STATUTORY YET) | The importance of blood, organ and stem cell donation, hoe to do it and how it can change people’s lives. | * Year 10 Organ and blood donation
 |

**Healthy Eating**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer  | what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) what might influence their decisions about eating a balanced diet  | * Gain knowledge and understanding of the different factors which make an individual ‘healthy’.

Year 7 Lessons 1-2* Have discussed the role of healthy diet in relation to keeping the body healthy and gained an insight into the physical and psychological problems of childhood obesity

Supersize vs superskinny kids  Year 7 Lessons 3-4* Have discussed the issue of weight control diets for children and considered the long term risks of obesity. Students will also know and understand about anorexia and bulimia. Year 8 Lesson 4
* Year 7-9 Food Studies lessons
* Healthy diet activities for Year 7 Health week. All Year 7 receive a healthy breakfast of food/drink that they might not normally get to try.
 |

**Drugs, Alcohol and Tobacco**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| 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  | The short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke  | * Understand the reasons why people take drugs and short and long term effects. Cannabis: Year 7 Lesson 15
* The different types of legal and illegal drugs and the short and long term consequences. Year 8: Lessons 5-6
 |
| The law relating to the supply and possession of illegal substances  | The law relating to the supply, use and misuse of legal and illegal substances  | * The law relating to supply and possession Year 8: Lessons 5/6
 |
| The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood  | The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke  | * Understand how long term alcohol abuse can affect the body and the role of binge drinking in both health and anti -social problems. Year 7 Lesson 14 Wrek’d Resources
* Year 10 Drink Driving lessons
 |
| The physical and psychological consequences of addiction, including alcohol dependency  | The risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’  | * Understand how long term alcohol abuse can affect the body and the role of binge drinking in both health and anti -social problems. Year 7 Lesson 14 Wrek’d Resources
* Year 8 Lesson 7 Wrek’d Resources
 |
| Awareness of the dangers of drugs which are prescribed but still present serious health risks  | The safe use of prescribed and over the counter medicines | * Benefits of legal drugs especially for first aid Year 8 Lessons 1-3
* Dangers of prescribed drugs Year 8 lessons 5/6
 |
| 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  | The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smokeHow to access local health services and other sources of support such as smoking cessation services or if concerned about own or others’ alcohol or substance use | * Year 8 smoking lessons including vaping, second hand smoke and smoking
 |

**Health and Prevention**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics  | The purpose and importance of immunisation and vaccination How to take increased responsibility for maintaining and monitoring their own health  | * Gain knowledge and understanding of the different factors which make an individual ‘healthy’. Year 7 Lessons 1-2
* Year 7 Personal Hygiene lessons
 |
| About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist\*\*  | The importance of and ways of taking increased responsibility for their own physical health and personal hygiene What constitutes a balanced diet and its benefits  | * Year 7 Dental health lessons
* Year 7 Healthy Eating lessons
* Dental Health activities as part of Year 7 Health Week
 |
| (Late secondary) the benefits of regular self-examination and screening  | About cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices About checking themselves for cancer (including testicular and breast self-examination) and other illnesses, including knowing what to do if they are feeling unwell; strategies to overcome worries about seeking help and being a confident user of the NHS  | * Year 10 Cancer lessons 1-4 including detection, screening, prevention and how to support others including testicular and breast.
* Importance of regular smear tests
* Treatment and help
* Teenage Cancer Trust do assemblies and workshops for both KS3 and KS3 about raising awareness, detection, treatment, help and support.
 |
| The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn  | The benefits of physical activity and exercise and the importance of sleep  | * Gain knowledge and understanding of the different factors which make an individual ‘healthy’. Year 7 Lessons 1-2
* Ted Talks used in registration about the importance of sleep for teenagers
 |

\*\* Dental health and oral hygiene are not covered explicitly, however, this is being reviewed as we update the programme of study

**Basic First Aid**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| Basic treatment for common injuries  | To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)  | * Understand how to administer basic first aid and recognise the signs and symptoms of basic injuries Lessons 1-3 in Year 8
* All students in Year 8 complete CPR Certification Lessons 1-3 in Year 8
 |
| Life-saving skills, including how to administer CPR  | To perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)  | * All students in Year 8 have CPR doll each and complete CPR each of the lessons in Year 8 1-3.
* CPR revisited in Year 10.
 |
|

|  |
| --- |
| The purpose of defibrillators and when one might be needed  |
|  |

 | How to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)  | * Defibrillator training for Year 8s Lessons 1-3
* Defibrillator training for all staff every year
* Fully trained first aiders as staff in school
 |

**Changing Adolescent Body**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| Key facts about puberty, the changing adolescent body and menstrual wellbeing  | To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)  | * Acknowledge that we are all individual and those differences are good. To appreciate the different feelings we have as we begin puberty and the body changes which occur for both boys and girls. Year 7 Lessons 8-11
 |
| The main changes which take place in males and females, and the implications for emotional and physical health  | To manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)  | * Develop understanding and knowledge of menstruation, - discuss types of sanitary protection Year 7 Lessons 8-11
 |

**Relationships and Sex Education**

**Families**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| That there are different types of committed, stable relationships.  | Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)  | * LGBT Year 8 Lessons 15-16
* Year 9 Healthy Relationships and the different types of relationships
* Year 9: Healthy Relationships – Domestic Abuse
 |
| How these relationships might contribute to human happiness and their importance for bringing up children  | The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children  | * LGBT Year 8 Lessons 15-16
* Year 8 Healthy Relationships
* Year 8 bringing up children
 |
| What marriage is\*, including its 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  | The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children  | * LGBT Year 8 Lessons 15-16
* Year 11 Healthy Relationships
* RE – The importance of marriage, civil partnerships and long term relationships when bringing up children
 |
| Why marriage is an important relationship choice for many couples and why it must be freely entered into  | That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other  | * Year 7 Healthy Relationships Lessons
* RE Lessons on importance of marriage
 |
| The characteristics and legal status of other types of long-term relationships  | That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other  | * Year 9 Healthy Relationships and the different types of partnerships
 |
| The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting  | The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children The roles and responsibilities of parents, carers and children in families Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding)  | * Year 8 Parenting and the importance of family lessons
* Year 11 Pregnancy and Birth Lessons
 |
| How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed  | The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support  | * As part of KS3 and KS4 Online Certification there are modules on online bullying, trolling, outing, exclusion, abuse: how to protect against it, warning signs and how to report them
* Understand what CSE is, the signs and symptoms, to empathise with others who have been affected by it and avenues for help and support. Childnet resources and Exploited clip Lesson 8: Lesson 8
 |

\* Footnote from DfE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.

**Respectful Relationships, Including Friendships**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship  | The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) The characteristics and benefits of positive, strong, supportive, equal relationships  | * Understand how bullying can be both mental and physical and gain knowledge on the help available for bullying victims. Year 7 Lesson 7
* Sexting Consent Year 8 Lesson 9
* Operation Encompass deliver workshops about healthy relationships
* LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19
* Year 9 Healthy Relationships
* Blue Sky Trust deliver workshops on Dimension’s Days for consent and healthy relationships
 |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships  | About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so  | * LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19
* Year 9 Hate crimes against LGBT and keeping safe
* Lions of Zululand come in for a full day to teach about their culture and language to educate others about different types of culture
 |
| 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)  | About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so  | * Know and understand what the different gender identities are and what it is like to be born into a gender different to your biological one. Year 7 Lesson 12
* LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19 based on discrimination and extremism
* Year 9 Religious hatred and other hate crimes
* Show Racism the Red Card run workshops on Dimensions Days to teach about different forms of discrimination and racism and how to combat this
* All staff have training exclusively on LGBT, gender identity and disability including attachment
 |
| 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,  | To understand and respect others’ faith and cultural expectations concerning relationships and sexual activity About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities To recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations  | * Understand how bullying can be both mental and physical and gain knowledge on the help available for bullying victims. Year 7 Lesson 7
* Know and understand what the different gender identities are and what it is like to be born into a gender different to your biological one. Year 7 Lesson 12
* LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19 based on discrimination and extremism
* Year 9 Religious hatred lessons and hate crimes
* Year 10 anti-social behaviour lesson
* Dimension Days in which Lions of Zululand spend a day talking about their culture from Africa along with performances and learning about their language and art
* The Diversity Games in which disadvantaged students can work together to complete different challenges and learn different skills such as Korean Dance by Korean students themselves
* Ex Student comes in to talk to students about her life with no use of her arms and legs and how she manages to look after her three children and everyday chores
 |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help  | To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted  | * Understand how bullying can be both mental and physical and gain knowledge on the help available for bullying victims. Year 7 Lesson 7
* KS3 and KS4 Online Safety Qualification teaches about the impact of online bullying, safe use of smart phones, exploitation, sexting, digital footprints, consequences and reporting concerns
* LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19 based on discrimination and extremism
* Theatre Productions on bullying and how to recognise the different forms

. |
| That some types of behaviour within relationships are criminal, including violent behaviour and coercive control  | To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support  | * Operation Encompass Workshops
* KS3 and KS4 Online Safety Qualification teaches about online harassment, exploitation and reporting concerns and includes the law
* LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19 based on discrimination and extremism
* Year 9 Healthy Relationships and domestic Abuse
* Operation Encompass drop ins
 |
| What constitutes sexual harassment and sexual violence and why these are always unacceptable  | To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk To develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support  | * Sexting consent Year 8 Lesson 9
 |
| 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  | About the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace  | * LGBT Year 8 Lessons 15-16
* PREVENT by Cleveland police Year 8 Lessons 18-19 based on discrimination and extremism
* Show Racism the Red Card complete workshops around discrimination and the law
 |

**Online and the Media**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online  | The safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)  | * All students complete an online safety qualification including safe management of data and the safe use of smart phones
* Understand how media and porn present body image. Year 9 Lesson 1
 |
| 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  | To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks  | * All students complete an online safety qualification including legal and personal risks, live streaming, safe use of smartphones, digital footprint, sexting and how to block and report concerns
* Sexting Consent Year 8 Lesson 9
 |
| Not to provide material to others that they would not want shared  | To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks When the sharing of explicit images may constitute a serious criminal offence  | * All students complete an online safety qualification including the sharing of explicit images, consequences and reporting concerns.
 |
| What to do and where to get support to report material or manage issues online\*  | How to get help and support to report material or manage issues online. | * All students complete an online safety qualification including how to get help and support when reporting materials and the consequences for those doing it
 |
| The impact of viewing harmful content  | To recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)  | * All students complete an online safety qualification including the impact of viewing harmful content, live streaming, grooming and reporting concerns.
* Blue Sky Trust run workshops in Dimension’s Days about Pornography – What’s the harm? and consent
 |
| 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 partner  | To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual ‘norms’, trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)  | * All students complete an online safety qualification including the role of the media
* Sexting Consent Year 8 Lesson 9
* Body Image: To understand the importance of positive body image and how it can be manipulated by different forms of media. Year 9 Lesson 1
* Body Image: Understand how media and porn present body image. Year 9 Lesson 1
* Blue Sky Trust run workshops in Dimension’s Days about Pornography – What’s the harm? and consent
 |
| That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail  | When the sharing of explicit images may constitute a serious criminal offence  | * All students complete an online safety qualification including the law, the consequences, reporting concerns and the impact it has on lives
 |
| How information and data is generated, collected, shared and used online  | The importance of protecting their own and others’ reputations; protecting their ‘on-line presence’: the concept of having a personal ‘brand’ that can be enhanced or damaged  | * All students complete an online safety qualification including how to protect their own reputations including safe use of smart phones and grooming
 |
| \*Extra that we do: Teach about how being online too much can affect health | Understand how too much time on social media or being online can affect physical and mental health | * All students complete an online safety qualification including health risks
* Safer Internet Day
 |

**Being Safe**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships  | About the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given) About the concept of consent in relevant, age-appropriate contexts building on Key Stage 3 That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk About the impact of domestic abuse (including sources of help and support)  | * All students complete an online safety qualification including the law and consent
* Year 9 Healthy Relationships Domestic Abuse and where to go to for help
* Year 9 Radicalisation lessons - PREVENT
* Operation Encompass deliver workshops about the laws relating to consent, coercive control, harassment and domestic violence to Year 10
* Blue Sky Trust run workshops in Dimension’s Days about consent and healthy relationships
 |
| 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)  | How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent How to seek consent and to respect others’ right to give, not give or withdraw consent to engage in different degrees of sexual activity  | * All students complete an online safety qualification including safer use of smart phones and consent
* Year 9 Healthy Relationships and consent
* Blue Sky Trust run workshops in Dimension’s Days about consent and healthy relationships
 |
| GSHS DO EXTRA:How to keep safe on the street including gang crime, knife crime and basic self defence | How to keep safe and understand that just by being part of a gang or by being a bystander to bullying you are guilty too.How to protect against knife crime and the dangers of itBasic self defence advice so students can understand how to keep safe | * Year 9 Knife crime and criminal gangs lesson
* Year 10 Basic Self defence
* Year 10 Police community support officers do workshops on the dangers of knife crime
 |

**Intimate and Sexual Relationships, Including Sexual Health**

|  |  |  |
| --- | --- | --- |
| **New Statutory Guidance** | **Objectives** | **Lesson** |
| 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  | That relationships can cause strong feelings and emotions (including sexual attraction) The characteristics and benefits of positive, strong, supportive, equal relationships  | * Operation Encompass deliver workshops about the laws relating to consent, signs of an unhealthy relationship, coercive control, harassment and domestic violence to Year 10
* Year 9 Healthy Relationship and how you know you are ready for sex
 |
| 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  | To consider different levels of intimacy and their consequences  | * Year 9 Healthy Relationships and different levels of intimacy
 |
| The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women  | That fertility levels can vary in different people; can be damaged by some sexually transmitted infections; decrease with age  | * Understand fertility levels and IVF Year 8: Lesson 10
 |
| That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others  | To recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it  | * Year 9 Healthy Relationships and how to manage sexual pressure
 |
| That they have a choice to delay sex or to enjoy intimacy without sex  | To acknowledge and respect the right not to have intimate relationships until ready About readiness for sex and the benefits of delaying sexual activity To assess readiness for sex  | * Year 9 Healthy relationships and how to say no until ready
 |
| The facts about the full range of contraceptive choices, efficacy and options available  | About contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships  | * Year 9 Contraception lessons using the contraceptive box and discussing advantages and disadvantages of all different forms of contraception
* Year 9 Communication skills within relationships
 |
| The facts around pregnancy including miscarriage\*\*  | Know about pregnancy and miscarriage | * Year 9 How to get pregnant
* Year 10 Miscarriages
 |
| 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)  | The reasons why parents choose to adopt/foster or to place children for adoption/fostering About abortion, including the current legal position and the range of beliefs and opinions about it The pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support  | * Year 10 facts around abortion and different pathways for unintended pregnancy
 |
| 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  | About accessing and the correct use of contraception (including emergency contraception) negotiating condom use  | * Chlamydia and gonorrhoea Year 8 Lesson 11
* Year 9 STI lesson
* Year 9 Advantages and disadvantages of the different forms of contraception
 |
| About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.  | That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs  | * Chlamydia and gonorrhoea Year 8 Lesson 11
* Year 9 Prevention of STIs
 |
| How the use of alcohol and drugs can lead to risky sexual behaviour  | The personal and social risks and consequences of substance use and misuse To recognise the impact of drugs and alcohol on choices and sexual behaviour  | * Alcohol Year 7 Lesson , Year 8 Lesson 7
* Drugs Year 7 Lesson , Year 8 Lessons 5 and 6
* Year 9 Contraception try putting condom on with beer goggles on
 |
| How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment  | To identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical or mental health (including sexual health services)  | * Year 9 Contraception lessons including where to get further help[ from
 |

\*\* Not covered explicitly, however, this is being reviewed as we update the programme of study