



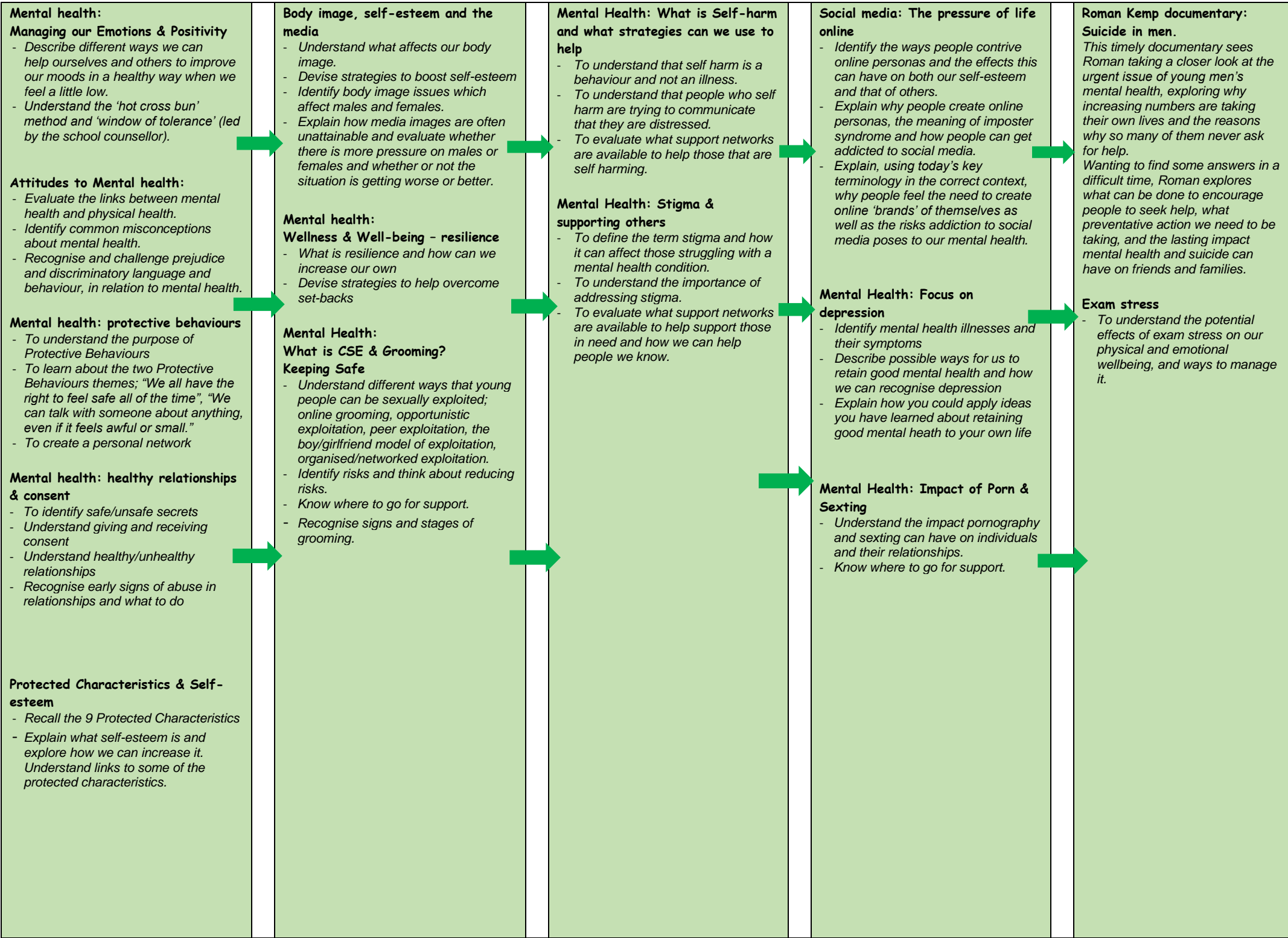
## **PSHEE at Wrenn School**

### **Personal, Social, Health & Economic Education.**



#### **Health & Well-being**

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Road safety: New journeys</b> <ul style="list-style-type: none"> <li>- Develop awareness of road safety;</li> <li>- Know how to limit the risk</li> <li>- Understand the dangers, particularly with some of the changes travelling to/from secondary.</li> </ul>	<b>Road Safety: Bike safety</b> <ul style="list-style-type: none"> <li>- Know what to check for safety on a bike.</li> <li>- Understand the high-way code and how to remain safe whilst using your bike.</li> </ul>		<b>Road User Awareness</b> <ul style="list-style-type: none"> <li>- Understand why the issue of speed is a key element of road safety campaigns.</li> <li>- Understand the consequences of driving while distracted or under the influence.</li> </ul>	<b>Managing Risk in New Situations</b> <ul style="list-style-type: none"> <li>- Learn how to assess and manage risk in new situations, including those associated with attending music festivals and going on holiday without parental supervision.</li> <li>- Learn about seeking help in unfamiliar settings.</li> </ul>
<b>Road safety: Dangerous habits</b> <ul style="list-style-type: none"> <li>- Know my responsibilities as a pedestrian, a passenger and a future driver.</li> <li>- Know about issues affecting young drivers such as peer pressure, speeding, seatbelts, inexperience and overconfidence.</li> </ul>	<b>Road Safety: Speak Up</b> <ul style="list-style-type: none"> <li>- Know my responsibilities as a pedestrian, a passenger and a future driver and can manage difficult situations with my peers.</li> <li>- Know about issues affecting young drivers - such as peer pressure, speeding, seatbelts, inexperience and over confidence</li> <li>- Develop communication skills that will allow me to speak up in potentially dangerous and difficult road safety scenarios to influence a safer outcome.</li> </ul>			
<b>Healthy lifestyles – Healthy Eating</b> What does 'being healthy' mean? Does it simply refer to diet and exercise? <ul style="list-style-type: none"> <li>- Understand what is meant by a balanced diet and what each nutrient is, where it can be sourced and it's function.</li> </ul>	<b>Consequences of an unhealthy diet</b> <ul style="list-style-type: none"> <li>- Identify different eating disorders and their symptoms.</li> <li>- Know how poor eating can affect our health.</li> <li>- Describe possible ways for us to retain good mental and physical health to help prevent eating disorders and other illness/diseases developing.</li> <li>- Explain how keeping good mental health could help prevent eating disorders and how eating disorders can be treated.</li> </ul>			
<b>Healthy lifestyles – Exercise</b> How much exercise do you do on average per week? <ul style="list-style-type: none"> <li>- Understand the importance of exercise and how it contributes to a Healthy Lifestyle.</li> </ul>	<b>Energy drinks</b> <ul style="list-style-type: none"> <li>- Understand how energy drinks affect our body</li> <li>- Know the effects on our behaviour</li> <li>- Make links between sugar, caffeine, dopamine and our attainment.</li> </ul>			



	<b>First Aid: Personal Safety</b> <ul style="list-style-type: none"> <li>- Identify ways we improve our levels of personal safety and what to do in different types of medical emergency.</li> <li>- Describe in detail ways we can help in medical emergencies and different methods of improving personal safety.</li> <li>- Demonstrate accurately new first aid skills as well as analysing the best way of minimising risk to ourselves in dangerous situations.</li> </ul>	<b>First Aid: Emergency first aid and CPR</b>		<b>Managing Risk in New Situations</b> <ul style="list-style-type: none"> <li>- Learn how to assess and manage risk in new situations, including those associated with attending music festivals and going on holiday without parental supervision.</li> <li>- Learn about seeking help in unfamiliar settings.</li> </ul>
<b>Smoking</b> <ul style="list-style-type: none"> <li>- Identify and categorise different health problems caused by smoking and describe problems caused by nicotine.</li> <li>- Describe the different health problems caused by smoking and the link between addiction, nicotine and dopamine.</li> <li>- Explain why the NHS have endorsed vaping as a stop smoking aid.</li> </ul>	<b>Alcohol awareness</b> <ul style="list-style-type: none"> <li>- Understand what alcohol is and how it affects us, physically and mentally</li> <li>- Be aware that different alcoholic drinks have different strengths or units</li> <li>- Explain the added risk associated with it, particularly in relation to binge drinking</li> <li>- Know what the law says</li> </ul>	<b>Substance addiction</b> <ul style="list-style-type: none"> <li>- Define the term substance addiction and understand the way drugs effect users.</li> <li>- Understand the different levels of drug use and realise the consequences of drug use on wider society.</li> <li>- Evaluate what support networks are available to help support those in need.</li> </ul>	<b>The Truth About Drugs</b> <ul style="list-style-type: none"> <li>- Gain a further understanding of a wider range of drugs and the harmful effect they have; physically, mentally, socially and financially – real life stories told by previous users.</li> </ul>	
<b>Drugs awareness</b> <ul style="list-style-type: none"> <li>- Describe some negative effects of both legal and illegal drugs.</li> <li>- Explain how both legal and illegal drugs damage the body.</li> <li>- Develop a more in-depth knowledge of Cannabis and the effects.</li> <li>- Analyse why people continue to use drugs in Britain, despite having knowledge of the risks.</li> </ul>	<b>Gaming &amp; Screentime</b> <ul style="list-style-type: none"> <li>- Identify the consequences of too much screen time and the ways this can impact upon our mental and physical health.</li> <li>- Describe in detail the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation.</li> <li>- Explain why too much screen time can damage our brains and whether screen time can have positive affects if enjoyed in moderation.</li> <li>- Know the signs and symptoms of Video Game Addiction.</li> <li>- Understand strategies to help combat addiction.</li> </ul>	<b>Gambling</b> <ul style="list-style-type: none"> <li>- Correctly identify the dangers of gambling and how they are everywhere in modern life.</li> <li>- Describe how it can be difficult it can be to avoid situations where you gamble, especially if you've done it before.</li> <li>- Explain how online gambling sites use certain methods to hook in young people and why these are hard to resist.</li> </ul>	<b>Substance Abuse &amp; The effect on others</b> <ul style="list-style-type: none"> <li>- Know who Family Support Link are and what service they provide in Northamptonshire for families and carers of those who misuse drugs/alcohol.</li> <li>- Understand the difficulties that families/carers of users face and the effect that their habit has on them.</li> </ul>	
<b>Healthy lifestyles: Safety in the sun</b> <ul style="list-style-type: none"> <li>- Explain what UV means, and list all the places where you are exposed to UV.</li> <li>- Understand what is meant by the terms 'incidental' and 'cumulative' exposure.</li> <li>- Understand the danger of 'incidental' UV exposure, challenging the idea that it is only those who tan regularly or have visible signs of UV damage, that get skin cancer.</li> <li>- Re-visit/re-cap from Primary School strategies to stay safe.</li> </ul>		<b>Organ Donation</b> <ul style="list-style-type: none"> <li>- Explain choices available when it comes to donation</li> <li>- Analyse some of the considerations involved in an individual's choice to donate</li> <li>- Evaluate the law around organ donation in England</li> </ul>	<b>Alcohol, Parties &amp; Bad choices</b> <ul style="list-style-type: none"> <li>- Explain the risks associated with house parties and alcohol and evaluate what and who impacts our decisions about our own health and the choices we make.</li> </ul>	
			<b>Cancer awareness and the importance of self-checking</b> <ul style="list-style-type: none"> <li>- Describe how the lifestyle choices we make can put us more at risk of certain cancers and preventative changes we can make.</li> <li>- Know the importance of self-checking and describe how.</li> <li>- Explain how cancer develops in the body, how it's treated and why it can be hard to treat. Explain the best ways we can amend our lifestyles and what we can look out for in order to help lower our risk.</li> <li>- Explain how genetic factors can affect our levels of risk and how changes to DNA contribute to the development of cancer.</li> </ul>	

**. FGM**

- Identify what to look out for when a victim may have, or may be soon to experience FGM.
- Describe how girls are encouraged into the process and reasons why it's often unreported.
- Explain why girls feel so much pressure
- Know where to access help

## Cosmetic &amp; Aesthetic surgery

- Correctly identify the most popular types of cosmetic procedures for males and females and describe the risks they carry, why they are popular despite this and why some procedures can be beneficial and life-changing for people.
- Explain the risks in detail and analyse whether on the whole cosmetic and surgical enhancements are beneficial or detrimental to our society.

## Living in the Wider World

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Equality &amp; Justice</b> <ul style="list-style-type: none"> <li>- Think about and discuss fairness, justice and inequality by exploring some of the inequalities that are present in our society.</li> <li>- Understand the different ways we can think about and understand fairness, equality and equity.</li> <li>- Explore and unravel different privileges and experiences of life and some of the injustices we may experience.</li> <li>- Know what Protected Characteristics are (an introduction).</li> </ul>	<b>Identity &amp; Diversity</b> <ul style="list-style-type: none"> <li>- Explore the terms identity and diversity and how it relates to me.</li> <li>- Describe what factors make up our unique identities?</li> <li>- Evaluate the celebration of different identities and justify reasoning.</li> </ul>	<b>Prejudice &amp; Stereotyping</b> <ul style="list-style-type: none"> <li>- Explain the differences between prejudice, discrimination and stereotyping.</li> <li>- Assess the language we use, consider what affect it might have on others</li> <li>- Evaluate social attitudes towards gender stereotyping and disability.</li> </ul> <b>Hate speech</b> <ul style="list-style-type: none"> <li>- Describe what both free speech and hate speech are, how UK law deals with hate speech and global issues concerning both hate speech and free speech.</li> <li>- Explain in detail the current global issues concerning both hate speech and free speech, how the UK deals with the issue and argue on both sides before reaching a conclusion.</li> <li>- Analyse whether the concept of free speech is sometimes used as an excuse for hate speech. Explain whether UK law does enough and argue on both sides of a point articulately before reaching a conclusion.</li> </ul>	<b>Racism, Media &amp; Critical Race Theory</b> <ul style="list-style-type: none"> <li>- Describe whether you think racism is on the increase by studying sources. Describe Critical Race Theory and why some people agree with it and some people disagree with it.</li> <li>- Explain why it is hard to gain an accurate view of whether racism is increasing or not and what we mean when we talk about world-views and ideologies.</li> <li>- Analyse whether ideologies make it harder for us to reach truth and accuracy. Explain in detail whether we can perceive racism to be on the increase, examining both sides of the argument and using critical thinking.</li> </ul> <b>Immigration &amp; Asylum</b> <ul style="list-style-type: none"> <li>- Describe the difference between asylum seekers and refugees</li> <li>- Explain some of the difficulties faced by asylum seekers when they settle in this country</li> <li>- Analyse some of the barriers faced and suggest solutions, or explain whether you think the measures are harsh enough which people have to overcome before they can become British Citizens)</li> </ul>	
<b>Radicalisation &amp; Extremism:</b> <ul style="list-style-type: none"> <li>- Define the terms extremism, terrorism and radicalisation.</li> <li>- Understand the different types of extremism and explain how extremist views can lead to acts of terrorism.</li> </ul>		<b>Radicalisation &amp; Extremism: Leaders and how they affect others</b> <ul style="list-style-type: none"> <li>- Describe how charismatic leaders can distort people's perceptions of the value of the beliefs and ideas they promote.</li> <li>- Explain the effects of being in a group on people's thinking, behaviour, sense of responsibility and choices.</li> </ul>	<b>Radicalisation &amp; Extremism: Grooming</b> <ul style="list-style-type: none"> <li>- Identify the most common methods used to radicalise people and what extreme ideas sound like.</li> <li>- Describe what radicalisation might look like.</li> <li>- Explain why certain people are vulnerable to radicalisation and what you should do if you suspect it's happening to someone you know.</li> </ul>	

<b>British Values &amp; Being British</b> <ul style="list-style-type: none"> <li>- Explore what it means to be British.</li> <li>- Define 'values'</li> <li>- Identify British values</li> <li>- Describe British values</li> <li>- Know that sharing values doesn't mean you have to be British</li> </ul>	<b>Politics &amp; Democracy</b> <ul style="list-style-type: none"> <li>- Describe the meaning of democracy, what happens during a general election and match leaders to parties correctly and participate in the class general election.</li> <li>- Match up leaders, parties, logos and names correctly and explain which party you would vote for in a general election and why.</li> <li>- Explain why we should value democracy.</li> <li>- Analyse who you think will win the next general election considering the current political and social climate in Britain.</li> </ul> <b>Public money</b> <ul style="list-style-type: none"> <li>- Correctly identify public and private sector institutions and how they are funded.</li> <li>- Describe how public money is divided into funding for essential services and how decisions are made about the allocation of funding.</li> <li>- Explain how budgets are managed to make provision for welfare, health, the elderly and education.</li> </ul>			
<b>Money &amp; Finance: Needs &amp; Wants</b> <ul style="list-style-type: none"> <li>- To understand the differences between wants and needs</li> <li>- To be able to plan a budget that balances income and spending</li> </ul>	<b>Money matters: The importance of budgeting</b> <ul style="list-style-type: none"> <li>- Identify information about students' income and expenditure in the case studies. Describe new key terms.</li> <li>- Explain where sensible cuts to expenditure could be made or income increased to help students manage their money effectively.</li> <li>- Formulate calculations which demonstrate your maths skills and allow the students in the case studies to manage their money effectively.</li> </ul>	<b>Finance: Bank accounts, Savings, loans &amp; interest rates</b> <ul style="list-style-type: none"> <li>- Identify the best saving accounts and the most risky loan products.</li> <li>- Describe the dangers of personal loans through the creation of a web-page for students.</li> <li>- Explain how we must consider interest rates when choosing the most suitable financial products for us.</li> </ul> <b>Gambling</b> <ul style="list-style-type: none"> <li>- Correctly identify the dangers of gambling and how they are everywhere in modern life.</li> <li>- Describe how it can be difficult it can be to avoid situations where you gamble, especially if you've done it before.</li> <li>- Explain how online gambling sites use certain methods to hook in</li> </ul>	<b>Money management: Making &amp; checking transactions</b> <ul style="list-style-type: none"> <li>- Identify the correct order in which to make the most common transactions and demonstrate two successful transactions.</li> <li>- Describe what we must look out for and be wary of during common transactions.</li> <li>- Explain why we need to be particularly careful at certain points during the transactions.</li> </ul> <b>Tax &amp; Payslips</b> <ul style="list-style-type: none"> <li>- Identify the different items on a persons payslip and calculate some tax and national insurance contributions.</li> <li>- Describe what NI and tax is spent on and explain whether or not you think the tax system is fair.</li> <li>- Explain why certain people have to pay more tax and calculate their additional contributions and student loans rates.</li> </ul>	<b>Payday loans</b> <ul style="list-style-type: none"> <li>- Describe the effect that using payday loans can have on people's lives and the techniques payday loan companies use attract customers.</li> <li>- Explain how payday loan companies target the vulnerable. Explain the consequences of getting into debt with payday loan companies.</li> <li>- Analyse why more people are using payday loans. Explain whether they are 'inherently bad' and demonstrate how APR can mean loans soon add up to an unmanageable amount of debt.</li> </ul>

		<p>young people and why these are hard to resist.</p> <p><b>Personal financial debt</b></p> <ul style="list-style-type: none"><li>- Correctly identify ways we can avoid debt and stay financially savvy through case studies.</li><li>- Explain how each teenager can avoid or at least minimise their debts and use the key terms in context.</li><li>- Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.</li></ul>			
<p><b>Climate change &amp; the future</b></p> <ul style="list-style-type: none"><li>- Identify the effects of climate change and what global warming means in for our environment. Identify why progress is so slow in halting climate change.</li><li>- Describe in detail issues our environment is facing and how climate change occurs.</li><li>- Describe what is being done by governments and how some are less keen to tackle the issue than others.</li><li>- Analyse what the main issues are that are stopping us from tackling climate change. Explain in detail why this is happening and how some governments are taking measures to stop this.</li></ul>	→	<p><b>Plastic Pollution</b></p> <ul style="list-style-type: none"><li>- Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimalization.</li><li>- Explain the main issues articulately using new key terminology and statistics.</li><li>- Describe alternative solutions.</li><li>- Analyse why pollution is increasing from the developing world, the extent to which our individual actions can help and why plastic as a material is so problematic.</li></ul>	→	<p><b>War on Plastic</b></p> <ul style="list-style-type: none"><li>- See and understand the scale of the problem with plastic in the world, focusing on the UK.</li><li>- Explore the impact that plastic is having on climate change.</li><li>- Know where hidden plastic can be found.</li><li>- Analyse alternative solutions with real life examples.</li></ul>	
<p><b>Crime &amp; Consequence</b></p> <ul style="list-style-type: none"><li>- Identify the different types of punishments and apply these to examples</li><li>- Describe the reasons for punishment</li><li>- Evaluate the laws on criminal responsibility</li></ul>	→		<p><b>Cybercrime</b></p> <ul style="list-style-type: none"><li>- Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.</li><li>- Describe what the different types of scams are and what they look like.</li><li>- Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.</li></ul> <p><b>Criminal &amp; Civil Law</b></p> <ul style="list-style-type: none"><li>- Define the concept a 'law'</li><li>- Evaluate the societal need for laws</li><li>- Distinguish between criminal and civil laws</li></ul>		

<p><b>Gangs: County Lines</b></p> <ul style="list-style-type: none"> <li>- Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.</li> <li>- Describe in detail what is happening in a range of criminal case studies and how young people are groomed by gangs to get involved with County Lines.</li> <li>- Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.</li> </ul>		<p><b>#Knifefree; Carrying a knife</b></p> <ul style="list-style-type: none"> <li>- Explain and challenge the reasons why some young people may want to carry a knife</li> <li>- Assess a range of consequences of carrying or using a knife</li> <li>- Explain how young people can make the choice to be knife free</li> </ul>	<p><b>#Knifefree &amp; Fearless</b></p> <ul style="list-style-type: none"> <li>- Explain how knife crime is often linked to drug related gang crime and understand how young people can be exploited and how to get help.</li> </ul>	
<p><b>e-Safety: Cyberbullying</b></p> <ul style="list-style-type: none"> <li>- Define cyberbullying and recognise examples of it</li> <li>- Identify which actions cross the line between 'banter' and cyberbullying</li> <li>- Know where to find help and who to speak to if worried about something online</li> <li>- Give advice about how to prevent or stop cyberbullying</li> <li>- Understand how using the term 'gay', for example, can be offensive to others and what the school anti-bullying policy says about it.</li> </ul>	<p><b>e-Safety: Social media</b></p> <ul style="list-style-type: none"> <li>- Correctly identify the potential problems our sharing images of ourselves on the internet.</li> <li>- Describe the possible long and short term consequences of sharing images of ourselves on the internet.</li> <li>- Explain the how companies can use our images through 'implicit consent' and how selfie culture affects our personal body image.</li> </ul> <p><b>e-Safety: Tik-Tok documentary</b></p> <ul style="list-style-type: none"> <li>- Understand the dangers/risks of sing Tik-Tok</li> <li>- Understand how the app exposes children to harm.</li> <li>- Explore how safe Tik-Tok is.</li> </ul> <p><b>Gaming &amp; Screentime</b></p> <ul style="list-style-type: none"> <li>- Explain, using today's key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive affects if enjoyed in moderation.</li> <li>- Know the signs and symptoms of Video Game Addiction.</li> <li>- Understand strategies to help combat addiction.</li> </ul> <p><b>eSafety: Sexting</b></p> <ul style="list-style-type: none"> <li>- Understand the pressures on young people to send naked pictures</li> <li>- Understand the possible consequences of sending a sext, including the legal consequences</li> <li>- Discuss if girls have a (more) negative experience online</li> </ul>		<p><b>e-Safety: Privacy &amp; Digital footprint</b></p> <ul style="list-style-type: none"> <li>- Define 'digital footprint'.</li> <li>- Understand the importance of staying safe and being careful about what you post online.</li> <li>- Explain how your digital footprint can affect your future.</li> <li>- Know and understand where to go for help online.</li> <li>- Know what kind of support is available and how to report.</li> </ul>	

## Relationships & Sex Education

Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>Puberty &amp; Human reproduction</b> <i>(cross-curricular links in Science too)</i> <ul style="list-style-type: none"> <li>- Identify the changes both males and females experience during puberty.</li> <li>- Describe the importance of these changes and why they happen.</li> <li>- Explain the meaning of new key scientific terms related to puberty and human reproduction.</li> </ul> <b>Mental health: healthy relationships &amp; consent</b> <ul style="list-style-type: none"> <li>- To identify safe/unsafe secrets</li> <li>- Understand giving and receiving consent</li> <li>- Understand healthy/unhealthy relationships</li> <li>- Recognise early signs of abuse in relationships and what to do</li> </ul>	<b>The importance of sexual health</b> <ul style="list-style-type: none"> <li>- To increase awareness of the importance of a young person's sexual health</li> <li>- To explore common myths about pregnancy and fertility</li> <li>- Explore where to access further support, guidance and advice about sexual health</li> </ul>	<b>Sexually Transmitted Infections and Contraception</b> <ul style="list-style-type: none"> <li>- Recap what makes a healthy relationship and what are red flags</li> <li>- Identify what is normal for our body</li> <li>- Early identification of abnormalities</li> <li>- Explore the effects of STI's on the body</li> <li>- Where to seek advice, support and treatment</li> <li>- How to have those "difficult conversations" with our partners</li> <li>- Ensure you know the facts about contraception (and dispel any myths) and how to use a condom safely/correctly</li> </ul> <b>RSE Follow up session</b> <i>A lesson designed to check knowledge of everything they've been taught so far and enhance understanding regarding the following topics:</i> <ul style="list-style-type: none"> <li>- Sexual health</li> <li>- Consent</li> <li>- Boundaries</li> <li>- Sharing of images</li> </ul>	<b>Relationship Types</b> <ul style="list-style-type: none"> <li>- Describe different types of 'non traditional' relationships.</li> <li>- Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</li> <li>- Evaluate the features of relationship; healthy and unhealthy.</li> </ul> <b>RSE Sexual Health</b> <ul style="list-style-type: none"> <li>- Correctly identify what makes good, safe, healthy sex (and relationships full stop!)</li> <li>- Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</li> <li>- Explain what is normal and healthy and why and understand the importance of boundaries and respecting them.</li> </ul> <p><b>ALL WHILST REMINDING ABOUT THE AGE OF CONSENT.</b></p> <b>Teenage Pregnancy</b> <ul style="list-style-type: none"> <li>- Identify the challenges teen parents face as well as any positives about becoming a parent at a young age.</li> <li>- Describe options available to young people who find themselves in this situation, where help can be found and what help is available.</li> </ul> <p>Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.</p> <b>Fertility &amp; reproductive health</b> <ul style="list-style-type: none"> <li>- Identify issues that cause reduced fertility in both males and females and how we can all look after our reproductive health.</li> <li>- Describe in detail, in response to case studies, the different ways people in particular circumstances</li> </ul>	<b>Pregnancy choices:</b> <ul style="list-style-type: none"> <li>- Identify the range of options available in the event of an unplanned pregnancy</li> <li>- Describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy</li> <li>- Evaluate the different influences that might affect decisions about pregnancy</li> <li>- Recognise that miscarriage can occur and where to access support in the event of a miscarriage</li> <li>- Describe where and how to access impartial advice and support in relation to pregnancy</li> </ul>

			<p>need to make changes to improve their reproductive health.</p> <ul style="list-style-type: none"> <li>- Explain, using new terminology in the correct context some of the science behind reproductive health, relating appropriate solutions to the different health issues presented.</li> </ul>	
<p><b>Healthy/Unhealthy friendships</b></p> <ul style="list-style-type: none"> <li>- Identify ways we can develop genuine friendships.</li> <li>- Describe how it can be difficult to always be a good friend.</li> <li>- Explain the difference between genuine friendships and toxic friendships.</li> </ul> <p><b>e-Safety: Cyberbullying</b></p> <ul style="list-style-type: none"> <li>- Define cyberbullying and recognise examples of it</li> <li>- Identify which actions cross the line between 'banter' and cyberbullying</li> <li>- Know where to find help and who to speak to if worried about something online</li> <li>- Give advice about how to prevent or stop cyberbullying</li> <li>- Understand how using the term 'gay', for example, can be offensive to others and what the school anti-bullying policy says about it.</li> </ul> <p><b>Peer Pressure</b></p> <ul style="list-style-type: none"> <li>- Define peer pressure and give examples of how it can happen online.</li> <li>- Consider how a good friend should behave and assess if they are a good online friend.</li> <li>- Suggest how to advise others about how to resist peer pressure online and offline.</li> </ul> <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>- Understand the effects of bullying/cyber bullying</li> <li>- Develop empathy for people affected by bullying/ cyber bullying</li> <li>- Identify a range of effective strategies in dealing with bullying/ cyber bullying</li> <li>- Know definitions of bullying (ie, using S.T.O.P model/ Several Times On Purpose)</li> </ul>	<p><b>Dealing with family conflict &amp; learning to compromise</b></p> <ul style="list-style-type: none"> <li>- Investigate the problems that can be common in families</li> <li>- Discuss the conflicts that can occur between children and their parents</li> <li>- Learn about the importance of compromise</li> </ul>	<p><b>Managing tough times: grief, change &amp; bereavement</b></p> <ul style="list-style-type: none"> <li>- Identify the different stages of grief and ways we can support people who are grieving.</li> <li>- Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages.</li> <li>- Explain in scientific terms what happens to a person's mind during the grieving process and why particular activities may be helpful.</li> </ul>	<p><b>Sex &amp; The media</b></p> <ul style="list-style-type: none"> <li>- Describe how sex, relationships and sexuality are represented in a range of media formats and the possible impact this can have.</li> <li>- Describe in detail all of the problematic and positive media representations and the positive and negative impact this can have on people.</li> <li>- Explain why media representations of sex, sexuality and relationships can change the aesthetic norm and the consequences this may have on wider society.</li> </ul> <p><b>Mental Health: Impact of Porn &amp; Sexting</b></p> <ul style="list-style-type: none"> <li>- Understand the impact pornography and sexting can have on individuals and their relationships.</li> <li>- Understand about pornography and the law.</li> <li>- Know where to go for support.</li> </ul>	<p><b>Revenge Porn</b></p> <ul style="list-style-type: none"> <li>- Understand the impact pornography and sexting can have on individuals (short and long term) and their relationships with others.</li> <li>- Understand about sexting, pressurising, blackmailing and the law.</li> <li>- Know where to go for support.</li> </ul>
	<p><b>eSafety: Sexting</b></p> <ul style="list-style-type: none"> <li>- Understand the pressures on young people to send naked pictures</li> <li>- Understand the possible consequences of sending a sext, including the legal consequences</li> <li>- Discuss if girls have a (more) negative experience online</li> </ul>	<p><b>Marriage, Civil Partnership &amp; Relationships for Family Life and Parenting</b></p> <ul style="list-style-type: none"> <li>- Describe the legal rights of people in different forms of long-term commitments</li> </ul>	<p><b>Forced marriage</b></p> <ul style="list-style-type: none"> <li>- Identify cases of both arranged and forced marriages and begin to describe the differences.</li> <li>- Describe why certain case studies are forced or arranged and where victims can find help.</li> <li>- Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Explain why people might choose to marry and why marriage must be freely entered into</li> <li>- Analyse different attitudes towards marriage</li> <li>- Identify the roles and responsibilities of parents with respect to raising children</li> <li>- Evaluate the characteristics of successful parenting</li> <li>- Identify the specific challenges and responsibilities of parenting at different stages in a child's life</li> </ul>		
<b>Types of families &amp; Respecting differences (intro to LGBTQ)</b> <i>Identify the different types of family and the roles of family members.</i> <ul style="list-style-type: none"> <li>- Explain why roles have changed and why we need to learn about different types of families.</li> <li>- Understand the different types of family units and respect other people's identities/backgrounds.</li> <li>- Recognise a range of terms relating to identity, understand their context and how to use them without being offensive.</li> </ul>	<b>Identity - Who Am I?</b> <ul style="list-style-type: none"> <li>- Explore what we mean by the term 'identity'?</li> <li>- Describe what factors make up our unique identities?</li> <li>- Evaluate the celebration of different identities and justify reasoning.</li> </ul>	<b>Understanding Sexuality &amp; Identity; respect, feelings and others</b> <ul style="list-style-type: none"> <li>- Understand more about identities, particularly of those who identify as LGBTQ+, explain gender stereotypes and link to the British Values.</li> </ul> <b>Transgender &amp; Non-Binary</b> <ul style="list-style-type: none"> <li>- Describe the meaning of Transgender, Non-binary and pronoun.</li> <li>- Explain the meanings of transgender and non-binary and be able to show understanding of gender pronouns and their importance</li> <li>- Analyse how transgender and non-binary people are treated by society and evaluate the importance and impact of correct and incorrect pronoun usage.</li> </ul> <b>Healthy Relationships; effective communication, listening and understanding</b> <ul style="list-style-type: none"> <li>- Understand the reasons why listening, understanding and communicating are important in all relationships.</li> <li>- Understand the core principles of healthy relationships and how to overcome challenges with these.</li> </ul>	<b>Identity: 'Coming out' &amp; Homophobia</b> <ul style="list-style-type: none"> <li>- Explain the meaning of 'coming out' and the challenges people can face.</li> <li>- Understand what is meant by homophobic bullying and challenge homophobic and transphobic attitudes.</li> </ul> <b>Relationship types &amp; sexualities</b> <ul style="list-style-type: none"> <li>- Describe different types of 'non traditional' relationships and ways we can make our school more LGBTQ+ inclusive.</li> <li>- Explain how we can take our best ideas for an inclusive school and put them into practice.</li> <li>- Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</li> </ul>	

<p><b>Mental health: protective behaviours</b></p> <ul style="list-style-type: none"> <li>- To understand the purpose of Protective Behaviours</li> <li>- To learn about the two Protective Behaviours themes; "We all have the right to feel safe all of the time", "We can talk with someone about anything, even if it feels awful or small."</li> <li>- To create a personal network</li> </ul> <p><b>Mental health: healthy relationships &amp; consent</b></p> <ul style="list-style-type: none"> <li>- To identify safe/unsafe activities</li> <li>- To learn about the 7 Protective Behaviour Strategies</li> <li>- Understand giving and receiving consent</li> <li>- Understand healthy/unhealthy relationships</li> <li>- Recognise early signs of abuse in relationships and what to do</li> </ul> <p><b>Protected Characteristics &amp; Self-esteem</b></p> <ul style="list-style-type: none"> <li>- Recall the 9 Protected Characteristics</li> <li>- Explain what self-esteem is and explore how we can increase it. Understand links to some of the protected characteristics.</li> </ul>	<p><b>Mental Health:</b></p> <p><b>What is CSE &amp; Grooming?</b></p> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>- Understand different ways that young people can be sexually exploited; online grooming, opportunistic exploitation, peer exploitation, the boy/girlfriend model of exploitation, organised/networked exploitation.</li> <li>- Identify risks and think about reducing risks.</li> <li>- Know where to go for support.</li> <li>- Recognise signs and stages of grooming.</li> </ul> <p><b>eSafety: Sexting</b></p> <ul style="list-style-type: none"> <li>- Understand the pressures on young people to send naked pictures</li> <li>- Understand the possible consequences of sending a sext, including the legal consequences</li> <li>- Discuss if girls have a (more) negative experience online</li> </ul> <p><b>Anti-Bullying &amp; Being a Positive Bystander</b></p> <ul style="list-style-type: none"> <li>- Know what a positive bystander is and why it is important to be one.</li> <li>- Understand the differences between banter and bullying.</li> <li>- Explain why power dynamics are important.</li> </ul> <p><b>Peer on peer Abuse</b></p>	<p><b>Child Exploitation</b></p> <ul style="list-style-type: none"> <li>- Understand what the word 'exploitation' means.</li> <li>- Learn how to tell if someone is being exploited by their boyfriend, girlfriend or friend.</li> <li>- Understand how some people gain power and control over others.</li> <li>- Understand how being exploited can make young people feel.</li> <li>- Evaluate the features and benefits of a healthy relationship.</li> </ul> <p><b>Online Grooming</b></p> <ul style="list-style-type: none"> <li>- Identify the different ways an online groomer will try to exploit someone.</li> <li>- Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.</li> <li>- Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.</li> </ul> <p>INCLUDES BRECK'S LAST GAME.</p>	<p><b>Sexual harassment: Responding &amp; Reporting</b></p> <ul style="list-style-type: none"> <li>- Recognise examples of victim-blaming in response to online sexual harassment.</li> <li>- Explore the gendered context in which online sexual harassment takes place.</li> <li>- Respond to incidences of online sexual harassment in a sympathetic, helpful and supportive manner.</li> <li>- Recognise the reporting routes available to them</li> <li>- Understand their school/setting's reporting process</li> <li>- Explore the challenges young people face in reporting online sexual harassment</li> <li>- Identify the positive effects reporting can have</li> </ul> <p><b>Coercive &amp; controlling relationships</b></p> <ul style="list-style-type: none"> <li>- Describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help.</li> <li>- Explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot.</li> </ul>	<p><b>Domestic Abuse</b></p> <ul style="list-style-type: none"> <li>- Identify differences between healthy/unhealthy relationships.</li> <li>- Know the different forms of abuse.</li> <li>- Understand how abusers use power and control.</li> <li>- Discuss the excuses that the abuser and/or victim may use.</li> <li>- Understand the signs and warning signs of abuse.</li> <li>- Explore what to do if someone is being abused.</li> </ul>

		<ul style="list-style-type: none"><li>- Define the term Peer on Peer abuse and understand what constitutes abuse</li><li>- To explore circumstances when peer pressure becomes peer abuse</li><li>- Know what 'Upskirting' is and explain the legalities linked to Upskirting.</li><li>- To evaluate what support networks are available to help support those in need</li></ul>			<ul style="list-style-type: none"><li>- Explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.</li></ul>		
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## **PSHEE at Wrenn School**

### **Protected Characteristics**

Age	Disability	Sex	Gender Reassignment	Race	Religion or Belief	Sexual Orientation	Marriage & Civil Partnership	Pregnancy & Maternity
<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected behaviours &amp; consent</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Sex and the Media</li> <li>• Sexual Harassment: Responding &amp; Reporting</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> <li>• Understanding Sexuality &amp; Identity; respect, feelings and others</li> <li>• Transgender &amp; Non-Binary</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Race, Media &amp; the Critical Race Theory</li> <li>• Immigration &amp; Asylum</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• FGM</li> <li>• Equality &amp; Justice</li> <li>• Radicalisation &amp; Extremism</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Types of families &amp; respecting differences</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> <li>• Understanding Sexuality &amp; Identity; respect, feelings and others</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Sex and the Media</li> <li>• Identity: Coming Out &amp; Homophobia</li> <li>• Relationship types &amp; Sexualities</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> <li>• Marriage, Civil Partnerships &amp; Relationships for Family Life and Parenting</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Forced Marriage</li> </ul>	<p><b><u>Year 7</u></b></p> <ul style="list-style-type: none"> <li>• Equality &amp; Justice</li> <li>• Puberty &amp; Human Reproduction</li> <li>• Protected Characteristics &amp; Self-Esteem</li> </ul> <p><b><u>Year 8</u></b></p> <ul style="list-style-type: none"> <li>• Identity &amp; Diversity</li> </ul> <p><b><u>Year 9</u></b></p> <ul style="list-style-type: none"> <li>• Prejudice &amp; Stereotyping</li> </ul> <p><b><u>Year 10</u></b></p> <ul style="list-style-type: none"> <li>• Teenage Pregnancy</li> <li>• Fertility &amp; Reproductive Health</li> </ul> <p><b><u>Year 11</u></b></p> <ul style="list-style-type: none"> <li>• Pregnancy Choices</li> </ul>

## **PSHEE at Wrenn School**

### **Links to Harmful Sexual Behaviours**

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Protective behaviours, healthy relationships &amp; consent.</li> <li>FGM</li> </ul>	<ul style="list-style-type: none"> <li>CSE &amp; Grooming: Keeping Safe</li> <li>eSafety: Sexting</li> <li>Peer-on-peer abuse</li> </ul>	<ul style="list-style-type: none"> <li>Child exploitation</li> <li>Online grooming</li> </ul> <p>❖ Soloman Theatre – Last Orders – Binge drinking, grooming and exploitation</p>	<ul style="list-style-type: none"> <li>Impact of porn &amp; sexting</li> <li>Sexual harassment: recognising and responding</li> <li>Sexual harassment: reporting and knowing the law</li> <li>Coercive &amp; controlling relationships</li> </ul> <p>❖ Soloman Theatre – Skin Deep – Knife crime, gangs, and exploitation.</p>	<ul style="list-style-type: none"> <li>Revenge porn</li> <li>Domestic abuse</li> </ul>

### **Links to Online Safety**

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>eSafety: Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>Gaming &amp; Screentime</li> <li>eSafety: Social media</li> <li>Tik Tok</li> <li>eSafety: Sexting</li> <li>CSE &amp; Grooming: Keeping Safe</li> </ul>	<ul style="list-style-type: none"> <li>Cybercrime</li> <li>Online grooming</li> </ul>	<ul style="list-style-type: none"> <li>Social media: The pressure of life online</li> <li>eSafety: Privacy &amp; Digital footprint</li> </ul>	

### **Links to knifecrime & violence**

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Peer-on-peer abuse</li> </ul>	<ul style="list-style-type: none"> <li>#Knifefree; Carrying a knife</li> <li>-Explain and challenge the reasons why some young people may want to carry a knife</li> <li>-Assess a range of consequences of carrying or using a knife</li> <li>-Explain how young people can make the choice to be knife free</li> </ul>	<ul style="list-style-type: none"> <li>#Knifefree &amp; Fearless</li> <li>-Explain how knife crime is often linked to drug related gang crime and understand how young people can be exploited and how to get help.</li> </ul> <p>❖ Soloman Theatre – Skin Deep – Knife crime, gangs, and exploitation.</p> <p>❖ Exodus Youth Violence presentation</p>	<ul style="list-style-type: none"> <li>Domestic abuse</li> </ul>

## RSE at Wrenn School

Topic	Year	Sexual Health	Relationships	Sex	Safeguarding/ Other	May withdraw	Topic	Year	Sexual Health	Relationships	Sex	Safeguarding/ Other	May withdraw
<b>Puberty &amp; Human reproduction (cross-curricular links in Science too)</b> <ul style="list-style-type: none"> <li>- Identify the changes both males and females experience during puberty.</li> <li>- Describe the importance of these changes and why they happen.</li> <li>- Explain the meaning of new key scientific terms related to puberty and human reproduction.</li> </ul>	7	/					<b>e-Safety: Cyberbullying</b> <ul style="list-style-type: none"> <li>- Define cyberbullying and recognise examples of it</li> <li>- Identify which actions cross the line between 'banter' and cyberbullying</li> <li>- Know where to find help and who to speak to if worried about something online</li> <li>- Give advice about how to prevent or stop cyberbullying</li> <li>- Understand how using the term 'gay', for example, can be offensive to others and what the school anti-bullying policy says about it.</li> </ul>	7				/	
<b>Mental health: healthy relationships &amp; consent</b> <ul style="list-style-type: none"> <li>- To identify safe/unsafe secrets</li> <li>- Understand giving and receiving consent</li> <li>- Understand healthy/unhealthy relationships</li> <li>- Recognise early signs of abuse in relationships and what to do</li> </ul>	7		/		/		<b>Peer Pressure</b> <ul style="list-style-type: none"> <li>- Define peer pressure and give examples of how it can happen online.</li> <li>- Consider how a good friend should behave and assess if they are a good online friend.</li> <li>- Suggest how to advise others about how to resist peer pressure online and offline.</li> </ul>	7		/		/	
<b>Healthy/Unhealthy friendships</b> <ul style="list-style-type: none"> <li>- Identify ways we can develop genuine friendships.</li> <li>- Describe how it can be difficult to always be a good friend.</li> <li>- Explain the difference between genuine friendships and toxic friendships.</li> </ul>	7		/				<b>Bullying</b> <ul style="list-style-type: none"> <li>- Understand the effects of bullying/cyber bullying</li> <li>- Develop empathy for people affected by bullying/ cyber bullying</li> <li>- Identify a range of effective strategies in dealing with bullying/ cyber bullying</li> <li>- Know definitions of bullying (ie, using S.T.O.P model/ Several Times On Purpose)</li> </ul>	7				/	
<b>Types of families &amp; Respecting differences (intro to LGBTQ)</b> <p>Identify the different types of family and the roles of family members.</p> <ul style="list-style-type: none"> <li>- Explain why roles have changed and why we need to learn about different types of families.</li> <li>- Understand the different types of family units and respect other people's identities/backgrounds.</li> <li>- Recognise a range of terms relating to identity, understand their context and how to use them without being offensive.</li> </ul>	7		/				<b>Mental health: protective behaviours</b> <ul style="list-style-type: none"> <li>- To understand the purpose of Protective Behaviours</li> <li>- To learn about the two Protective Behaviours themes; "We all have the right to feel safe all of the time", "We can talk with someone about anything, even if it feels awful or small."</li> <li>- To create a personal network</li> </ul>	7				/	

<b>Mental health: healthy relationships &amp; consent</b> <ul style="list-style-type: none"> <li>- To identify safe/unsafe activities</li> <li>- To learn about the 7 Protective Behaviour Strategies</li> <li>- Understand giving and receiving consent</li> <li>- Understand healthy/unhealthy relationships</li> <li>- Recognise early signs of abuse in relationships and what to do</li> </ul>	7		/		/		<b>Protected Characteristics &amp; Self-esteem</b> <ul style="list-style-type: none"> <li>- Recall the 9 Protected Characteristics</li> <li>- Explain what self-esteem is and explore how we can increase it.</li> <li>- Understand links to some of the protected characteristics.</li> </ul>	7				/		
<b>The importance of sexual health</b> <ul style="list-style-type: none"> <li>- To increase awareness of the importance of a young person's sexual health</li> <li>- To explore common myths about pregnancy and fertility</li> </ul> <p>Explore where to access further support, guidance and advice about sexual health</p>	8	/			/		<b>Dealing with family conflict &amp; learning to compromise</b> <ul style="list-style-type: none"> <li>- Investigate the problems that can be common in families</li> <li>- Discuss the conflicts that can occur between children and their parents</li> <li>- Learn about the importance of compromise</li> </ul>	8		/				
<b>eSafety: Sexting</b> <ul style="list-style-type: none"> <li>- Understand the pressures on young people to send naked pictures</li> <li>- Understand the possible consequences of sending a sext, including the legal consequences</li> <li>- Discuss if girls have a (more) negative experience online</li> </ul>	8				/		<b>Identity - Who Am I?</b> <ul style="list-style-type: none"> <li>- Explore what we mean by the term 'identity'?</li> <li>- Describe what factors make up our unique identities?</li> <li>- Evaluate the celebration of different identities and justify reasoning.</li> </ul>	8		/				
<b>Mental Health: What is CSE &amp; Grooming? Keeping Safe</b> <ul style="list-style-type: none"> <li>- Understand different ways that young people can be sexually exploited; online grooming, opportunistic exploitation, peer exploitation, the boy/girlfriend model of exploitation, organised/networked exploitation.</li> <li>- Identify risks and think about reducing risks.</li> <li>- Know where to go for support.</li> <li>- Recognise signs and stages of grooming.</li> </ul>	8		/		/		<b>Anti-Bullying &amp; Being a Positive Bystander</b> <ul style="list-style-type: none"> <li>- Know what a positive bystander is and why it is important to be one.</li> <li>- Understand the differences between banter and bullying.</li> <li>- Explain why power dynamics are important.</li> </ul>	8				/		
<b>Peer on peer Abuse</b> <ul style="list-style-type: none"> <li>- Define the term Peer on Peer abuse and understand what constitutes abuse</li> <li>- To explore circumstances when peer pressure becomes peer abuse</li> <li>- Know what 'Upskirting' is and explain the legalities linked to Upskirting.</li> <li>- To evaluate what support networks are available to help support those in need</li> </ul>	8		/		/		<b>Sexually Transmitted Infections and Contraception</b> <ul style="list-style-type: none"> <li>- Recap what makes a healthy relationship and what are red flags</li> <li>- Identify what is normal for our body</li> <li>- Early identification of abnormalities</li> <li>- Explore the effects of STI's on the body</li> <li>- Where to seek advice, support and treatment</li> <li>- How to have those "difficult conversations" with our partners</li> <li>- Ensure you know the facts about contraception (and dispel any myths) and how to use a condom safely/correctly</li> </ul>	9	/	/	/	/		/

<b>RSE Follow up session</b> <i>A lesson designed to check knowledge of everything they've been taught so far and enhance understanding regarding the following topics:</i> <ul style="list-style-type: none"> <li>- Sexual health</li> <li>- Consent</li> <li>- Boundaries</li> <li>- Sharing of images</li> </ul>	9	/	/	/			<b>Managing tough times: grief, change &amp; bereavement</b> <ul style="list-style-type: none"> <li>- Identify the different stages of grief and ways we can support people who are grieving.</li> <li>- Describe the different stages of grief, the best ways to support grieving people and what a person may experience during the different stages.</li> <li>- Explain in scientific terms what happens to a person's mind during the grieving process and why particular activities may be helpful.</li> </ul>	9	/	/		
<b>Marriage, Civil Partnership &amp; Relationships for Family Life and Parenting</b> <ul style="list-style-type: none"> <li>- Describe the legal rights of people in different forms of long-term commitments</li> <li>- Explain why people might choose to marry and why marriage must be freely entered into</li> <li>- Analyse different attitudes towards marriage</li> <li>- Identify the roles and responsibilities of parents with respect to raising children</li> <li>- Evaluate the characteristics of successful parenting</li> <li>- Identify the specific challenges and responsibilities of parenting at different stages in a child's life</li> </ul>	9	/					<b>Understanding Sexuality &amp; Identity: respect, feelings and others</b> <ul style="list-style-type: none"> <li>- Understand more about identities, particularly of those who identify as LGBTQ+, explain gender stereotypes and link to the British Values.</li> </ul>	9	/			
<b>Transgender &amp; Non-Binary</b> <ul style="list-style-type: none"> <li>- Describe the meaning of Transgender, Non-binary and pronoun.</li> <li>- Explain the meanings of transgender and non-binary and be able to show understanding of gender pronouns and their importance</li> <li>- Analyse how transgender and non-binary people are treated by society and evaluate the importance and impact of correct and incorrect pronoun usage.</li> </ul>	9	/					<b>Healthy Relationships: effective communication, listening and understanding</b> <ul style="list-style-type: none"> <li>- Understand the reasons why listening, understanding and communicating are important in all relationships.</li> <li>- Understand the core principles of healthy relationships and how to overcome challenges with these.</li> </ul>	9	/			
<b>Child Exploitation</b> <ul style="list-style-type: none"> <li>- Understand what the word 'exploitation' means.</li> <li>- Learn how to tell if someone is being exploited by their boyfriend, girlfriend or friend.</li> <li>- Understand how some people gain power and control over others.</li> <li>- Understand how being exploited can make young people feel.</li> <li>- Evaluate the features and benefits of a healthy relationship.</li> </ul>	9	/		/			<b>Online Grooming</b> <ul style="list-style-type: none"> <li>- Identify the different ways an online groomer will try to exploit someone.</li> <li>- Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.</li> <li>- Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.</li> </ul> <b>INCLUDES BRECK'S LAST GAME.</b>	9	/		/	

<b>Relationship Types</b> <ul style="list-style-type: none"> <li>- Describe different types of 'non traditional' relationships.</li> <li>- Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</li> <li>- Evaluate the features of relationship; healthy and unhealthy.</li> </ul>	10		/				<b>RSE Sexual Health</b> <ul style="list-style-type: none"> <li>- Correctly identify what makes good, safe, healthy sex (and relationships full stop!)</li> <li>- Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</li> <li>- Explain what is normal and healthy and why and understand the importance of boundaries and respecting them.</li> </ul> <b>ALL WHILST REMINDING ABOUT THE AGE OF CONSENT.</b>	10	/	/	/	/	/
<b>Teenage Pregnancy</b> <ul style="list-style-type: none"> <li>- Identify the challenges teen parents face as well as any positives about becoming a parent at a young age.</li> <li>- Describe options available to young people who find themselves in this situation, where help can be found and what help is available. Analyse why it is harder to be financially stable when you are a young parent and explain the statistics behind teen pregnancy in the UK.</li> </ul>	10		/		/		<b>Fertility &amp; reproductive health</b> <ul style="list-style-type: none"> <li>- Identify issues that cause reduced fertility in both males and females and how we can all look after our reproductive health.</li> <li>- Describe in detail, in response to case studies, the different ways people in particular circumstances need to make changes to improve their reproductive health.</li> <li>- Explain, using new terminology in the correct context some of the science behind reproductive health, relating appropriate solutions to the different health issues presented.</li> </ul>	10	/	/			
<b>Sex &amp; The media</b> <ul style="list-style-type: none"> <li>- Describe how sex, relationships and sexuality are represented in a range of media formats and the possible impact this can have.</li> <li>- Describe in detail all of the problematic and positive media representations and the positive and negative impact this can have on people.</li> <li>- Explain why media representations of sex, sexuality and relationships can change the aesthetic norm and the consequences this may have on wider society.</li> </ul>	10	/			/		<b>Mental Health: Impact of Porn &amp; Sexting</b> <ul style="list-style-type: none"> <li>- Understand the impact pornography and sexting can have on individuals and their relationships.</li> <li>- Understand about pornography and the law.</li> <li>- Know where to go for support.</li> </ul>	10				/	
<b>Forced marriage</b> <ul style="list-style-type: none"> <li>- Identify cases of both arranged and forced marriages and begin to describe the differences.</li> <li>- Describe why certain case studies are forced or arranged and where victims can find help.</li> <li>- Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</li> </ul>	10		/		/		<b>Identity: 'Coming out' &amp; Homophobia</b> <ul style="list-style-type: none"> <li>- Explain the meaning of 'coming out' and the challenges people can face.</li> <li>- Understand what is meant by homophobic bullying and challenge homophobic and transphobic attitudes.</li> </ul>	10		/			

<b>Relationship types &amp; sexualities</b> <ul style="list-style-type: none"> <li>- Describe different types of 'non traditional' relationships and ways we can make our school more LGBT+ inclusive.</li> <li>- Explain how we can take our best ideas for an inclusive school and put them into practice.</li> <li>- Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</li> </ul>	10		/				<b>Sexual harassment: Responding &amp; Reporting</b> <ul style="list-style-type: none"> <li>- Recognise examples of victim-blaming in response to online sexual harassment.</li> <li>- Explore the gendered context in which online sexual harassment takes place.</li> <li>- Respond to incidences of online sexual harassment in a sympathetic, helpful and supportive manner.</li> <li>- Recognise the reporting routes available to them</li> <li>- Understand their school/setting's reporting process</li> <li>- Explore the challenges young people face in reporting online sexual harassment</li> <li>- Identify the positive effects reporting can have</li> </ul>	10				/	
<b>Coercive &amp; controlling relationships</b> <ul style="list-style-type: none"> <li>- Describe what goes on in controlling and abusive relationships, the red flags that indicate this and where we can go for help.</li> <li>- Explain how abusers use different means to control their victims, the effect this has on them and why it can be hard to spot.</li> <li>- Explain the different ways abusers might try to justify their actions and why it can take so long for people to realise they are in coercive and controlling relationships.</li> </ul>	10				/		<b>Pregnancy choices:</b> <ul style="list-style-type: none"> <li>- Identify the range of options available in the event of an unplanned pregnancy</li> <li>- Describe the range of emotions someone might feel in the event of an unplanned or unwanted pregnancy</li> <li>- Evaluate the different influences that might affect decisions about pregnancy</li> <li>- Recognise that miscarriage can occur and where to access support in the event of a miscarriage</li> <li>- Describe where and how to access impartial advice and support in relation to pregnancy</li> </ul>	11	/	/		/	
<b>Revenge Porn</b> <ul style="list-style-type: none"> <li>- Understand the impact pornography and sexting can have on individuals (short and long term) and their relationships with others.</li> <li>- Understand about sexting, pressurising, blackmailing and the law.</li> <li>- Know where to go for support.</li> </ul>	11				/		<b>Domestic Abuse</b> <ul style="list-style-type: none"> <li>- Identify differences between healthy/unhealthy relationships.</li> <li>- Know the different forms of abuse.</li> <li>- Understand how abusers use power and control.</li> <li>- Discuss the excuses that the abuser and/or victim may use.</li> <li>- Understand the signs and warning signs of abuse.</li> <li>- Explore what to do if someone is being abused.</li> </ul>	11		/		/	