

Our intention across Key Stage 3 & 4 is:

- To deliver a curriculum which is relevant to the needs of our students
- To give students the knowledge, skills and attributes they need to keep themselves healthy and safe, to manage their life now and in the future
 - To prepare students for life and work in modern Britain
- To encourage students to discuss, in an informed manner, allowing them to develop their own voice to become critical, independent thinkers
- To develop strong, supportive relationships with students and staff across the school.

Health & Well being

Topics covered:

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy Eating
Drugs, alcohol and tobacco
Health prevention
Basic first aid
Changing adolescent body

Relationships

Topics covered:

Families
Respectful relationships including friendships
Online and media
Being safe
Intimate & sexual relationships, including sexual health

Living in the Wider World

Topics covered:

Economic wellbeing,
Careers & The world of work

KS 3& 4 Health and Wellbeing

Topic 1 Mental Wellbeing

PUPILS SHOULD KNOW...

how to talk about their emotions accurately and sensitively, using appropriate vocabulary

that happiness is linked to being connected to others.

How to recognise the early signs of mental wellbeing concerns

common types of mental ill health (e.g. anxiety and depression).

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.

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet Safety and harms

PUPILS SHOULD KNOW...

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 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.

Physical health and fitness

the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health

about the science relating to blood, organ and stem cell donation.

Healthy Eating

how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

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 law relating to the supply and possession of illegal substances

the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood

the physical and psychological consequences of addiction, including alcohol dependency.

Awareness of the dangers of drugs which are prescribed but still present serious health risks.

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.

Health Prevention

about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

(late secondary) the benefits of regular self-examination and screening.

The facts and science relating to immunisation and vaccination.

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

basic treatment for common injuries.

Life-saving skills, including how to administer CPR.¹⁵

the purpose of defibrillators and when one might be needed.

Changing adolescent body

key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.

KS 3& 4 Relationships

Families

PUPILS SHOULD KNOW...

That there are different types of committed, stable relationships

How these relationships might contribute to human happiness and their importance for 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)

Why marriage is an important relationship choice for many couples and why it must be freely entered into

The characteristics and legal status of other types of long-term relationships

	The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
	<p>How to:</p> <ul style="list-style-type: none"> • Determine whether other children, adults or sources of information are trustworthy • Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships) • How to seek help or advice, including reporting concerns about others if needed
	Respectful relationships, including friendships
	The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	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)
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs
	About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
	What constitutes sexual harassment and sexual violence and why these are always unacceptable
	The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
	Online and media

	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
	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
	Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them
	What to do and where to get support to report material or manage issues online
	The impact of viewing harmful content
	That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
	How information and data is generated, collected, shared and used online
	Being safe
	The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future 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)
	Intimate and sexual relationships, including sexual health
	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 all aspects of health can be affected by choices the make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
That they have a choice to delay sex or enjoy intimacy without sex
The facts about the full range of contraceptive choices, efficacy and options available
The facts around pregnancy, including miscarriage
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)
How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
How the use of alcohol and drugs can lead to risky sexual behaviour
How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

KS 3& 4 Living in the Wider World

Economic wellbeing

PUPILS SHOULD KNOW...

About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy

About economic and business environment.

How personal financial choices can affect oneself and others and about the rights and responsibilities as consumers.

Careers & the world of work

How to make informed choices and be enterprising and ambitious.

How to develop employability, team work and leadership skills and develop flexibility and resilience.

Personal, Social, Health & Economic Education (PSHE) including, Relationships & Sex Education (RSE)
For Sixth Form Students @CGS

Our intention across Key Stage 5 is:

- To deliver a curriculum which is relevant to the needs of our students
- To give students the knowledge, skills and attributes they need to keep themselves healthy and safe, to manage their life now and in the future
 - To prepare students for life and work in modern Britain
- To encourage students to discuss, in an informed manner, allowing them to develop their own voice to become critical, independent thinkers
 - To develop strong, supportive relationships with students and staff across the school.
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Health & Well being

Topics covered:

Physical Mental & Emotional Well being
Emergency First Aid
Recognising & Managing Risk
Making Informed Choices about sexual health
drugs, alcohol and tobacco
Influence of media on lifestyle
Independent Living

Relationships

Topics covered:

Maintaining Healthy Relationships
Awareness of & how to manage unhealthy
relationships
Concept of consent
Respecting equality in a diverse community
Identify & access appropriate advice & support

Living in the Wider World

Topics covered:

Rights & Responsibilities
Making informed choices
Developing employability skills and resilience
Understanding economic & business environment
Personal Finance
Online safety

Health and Wellbeing

	STUDENTS SHOULD KNOW...	Year 12	Year 13
1	How to maintain physical, mental and emotional health and well being	<p>take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination and the benefits of health screenings)</p> <p>maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep</p> <p>apply strategies for maintaining positive mental health</p> <p>recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety</p> <p>recognise when they, or others, need support with their mental health and how to access the most appropriate support</p> <p>recognise common mental health issues such as anxiety, depression, disordered eating, self-harm and compulsive behaviours in themselves; evaluate support available to manage these behaviours, and to access the most appropriate support for themselves or others</p> <p>recognise mental health issues in others; be able to offer or find support for those experiencing</p>	<p>how to recognise illnesses that affect young adults, such as meningitis and 'freshers' flu'</p> <p>maintain 'work life balance' including understanding the importance of continuing with regular exercise and sleep</p> <p>work alongside those with mental health issues and know how (and when) to provide support</p>

		<p>difficulties with their mental health</p> <p>work alongside those with mental health issues and know how (and when) to provide support</p>	
2	How to respond in an emergency including administering first aid.		perform first aid including CPR and evaluate when to summon emergency services, including when there may be concern over drawing attention to illegal activity
3	How to recognize and manage different risks.	<p>assess and manage risk in different contexts; understand how risk is 'calculated' and why it is essential to critically evaluate such calculations (especially those relating to health and offered by the media)</p>	
4	How to make informed choices about sexual health	<p>avoid contracting or passing on a sexually transmitted infection (STI); know what to do if they are concerned about or think they may have put themselves at risk of contracting an STI (including getting tested, stopping sexual activity until tests come back clear, telling partners) and know where and how to access local and national advice, diagnosis and treatment</p>	<p>understand and manage the issues and considerations concerning body 'enhancement' or 'alteration' including cosmetic procedures and surgery, tattoos, body piercing and dietary supplements</p>
5	How to make informed choices about drugs, alcohol and tobacco	<p>manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety;</p> <p>evaluate the impact of their use on road safety,</p>	<p>manage alcohol and drug use in relation to immediate and long term health; understand alcohol and drug use can affect decision making and personal safety;</p> <p>evaluate the impact of their use on road safety, work-place safety, legal safety, reputation and career</p>

		work-place safety, legal safety, reputation and career	
6	Influence of the media on lifestyle	<p>manage personal safety off-line, including when socialising (including meeting someone in person for the first time whom they met online, drink spiking, looking out for friends)</p> <p>recognise how pressure to conform to media stereotypes (or manipulated images) can adversely affect body image and the impact this can have on self-esteem; develop strategies to manage this pressure</p> <p>manage online safety in all its forms; protecting their privacy; protecting their 'online presence' and building and maintaining a positive personal reputation</p>	manage personal safety off-line when travelling (especially cycle safety, young driver safety, and passenger safety, including the risks of being a passenger with an intoxicated driver, and using only licenced taxis)
7	Independent Living		<p>register with and access health services in new locations</p> <p>maintain a healthy diet, especially on a budget</p>

Relationships

	STUDENTS SHOULD KNOW...	Year 12	Year 13
8	how to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills	<p>accept and use positive encouragement and constructive feedback</p> <p>develop and maintain healthy relationships; differentiate between 'love' and 'lust'; understand what it means to be 'in love'</p> <p>recognise and manage negative influence, manipulation and persuasion in a variety of contexts;</p> <p>manage the ending of relationships safely and respectfully</p>	<p>understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations</p> <p>negotiate and if necessary assert the use of contraception with a sexual partner</p> <p>recognise and appreciate the physical dangers, legal and career consequences of carrying offensive weapons</p>
9	how to recognise and manage emotions within a range of relationships	<p>recognise when social situations are becoming verbally aggressive; have strategies to de-escalate aggression; recognise when confrontation could escalate into physical violence; recognise when it is important to escape and know how to do so; recognise when inappropriate 'group think' is occurring; act independently to protect their safety</p>	
10	how to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including online)	<p>recognise, manage and escape from different forms of physical and emotional abuse; how and where to get support; how to support others they care about to manage and escape from abuse</p>	<p>recognise and respect what is meant by professionalism in the workplace; understand the concept of 'professional colleagues'; the boundaries around</p>

		<p>recognise and use language and strategies in order to manage pressure in a variety of forms and contexts</p> <p>manage issues of harassment (including online) and stalking; understand their rights and access support</p>	<p>‘professional relationships’</p> <p>recognise forced marriage and ‘honour’ based violence; get help for themselves or others they believe to be at immediate or future risk</p> <p>understand female genital mutilation (FGM); get help for themselves or others they believe to be at risk or to be suffering from related physical or emotional problems following FGM</p>
11	the concept of consent in a variety of contexts	<p>understand and value the concept and qualities of consent in relationships</p> <p>understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people’s right to give, not give, or</p> <p>withdraw their consent</p> <p>understand and appreciate the legal consequences of failing to respect others’ right to not give or to withdraw consent</p> <p>seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape</p>	
12	respecting equality and being a productive member of a diverse community	<p>appreciate the ways different cultures and faiths view relationships, respecting others’ right to hold their own views</p>	

13	how to identify and access appropriate advice and support in new locations or communities	<p>understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of</p> <p>contraception, including how and where to access it</p> <p>access emergency contraception; understand the timeframe within which it can be effective; know how and where to access it</p> <p>access the pathways available to them in the event of an unintended pregnancy and understand the importance of getting advice and support quickly</p>	
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Living in the Wider World

	STUDENTS SHOULD KNOW...	Year 12	Year 13
14	rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	<p>exercise their legal rights and responsibilities; know who can support them if they have a grievance</p> <p>recognise and challenge prejudice and discrimination; understand their rights in relation to inclusion</p> <p>exercise their consumer rights; know who can help if they feel they have a grievance</p>	<p>understand cults, extremism and radicalisation; recognise when someone is at risk of being radicalised; understand why it is important to tell someone; whom to tell</p>
15	how to make informed choices and be enterprising and ambitious in life, education and work	<p>match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with</p> <p>realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways</p> <p>be enterprising in life and work</p> <p>understand and be able to access further and higher education options and training, including apprenticeships</p>	<p>travel safely in the UK: alone; by road; rail; at night (including the safe use of 'hired transport' such as taxis)</p> <p>travel safely abroad (including legal issues such as passports; visas and work permits, their costs and allowing sufficient time to acquire them; the role of</p> <p>embassies and consulates; cultural issues including respecting local customs and laws; understanding that legal rights and penalties for offences may be different</p> <p>in other countries; personal safety especially socialising safely and the use of alcohol; hiring and riding mopeds; health issues including vaccinations, tattoos, sun safety, travel insurance and seeking medical and legal help abroad.)</p>

			plan a 'gap year'
16	how to develop employability, team working and leadership skills and develop flexibility and resilience	<p>apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify</p> <p>examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working;</p> <p>working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking</p>	<p>personal responsibility; working to direction; produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;</p>
17	the economic and business environment	<p>understand and manage health and safety in the workplace; understand the importance of following workplace policies and protocols</p> <p>understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place</p>	<p>recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment</p> <p>recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate</p>
18	how personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as	<p>understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market</p>	<p>manage contracts; understand the process of renting items and accommodation; know who can support them if they need help</p>

	consumers	<p>understand savings options; know where to save, when to save and why</p>	<p>plan their budget, especially when living away from home for first time</p> <p>understand and manage taxation and national insurance</p> <p>understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments;</p> <p>understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt</p> <p>understand pensions and their importance; the benefits of starting early and making regular, realistic contributions</p>
19	how to live safely in an 'online' and 'connected' world	<p>be a 'critical consumer' of online information in all its forms; appreciate how social media can expand, limit or distort their view of the world; recognise the</p> <p>importance of critical questioning of information presented through all forms of media; understand how social media can be used to distribute propaganda, coerce and manipulate; understand why they should think critically before forwarding or sharing stories or images received via social media</p> <p>set and maintain clear boundaries around their</p>	

		personal privacy; protect their personal reputation especially online; be a 'responsible provider' of online data about themselves or about others (including understanding how cameras and microphones in computers and mobile phones can be activated without their knowledge)	
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