

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

	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p>
	<p>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</p>
	<p>Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them</p>
	<p>What to do and where to get support to report material or manage issues online</p>
	<p>The impact of viewing harmful content</p>
	<p>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</p>
	<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p>
	<p>How information and data is generated, collected, shared and used online</p>
	<p>Being safe</p>
	<p>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</p>
	<p>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)</p>
	<p>Intimate and sexual relationships, including sexual health</p>
	<p>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</p>

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.