

PDS LTP

KCSIE:

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

<b>Topic: KCSIE</b>			
<b>Purpose</b>	To ensure children know the role teachers, and other adults in school, have in protecting them. To ensure children know that we are aware they may have individual things in their lives that make life harder, but that we will support them however we can.		
<b>KCSIE:</b>	<p>Ensure that children are taught about safeguarding.</p> <p>Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers.</p> <p>It is important that children feel heard and understood, and we should understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.</p> <p>It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.</p> <p>Whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) some groups of children are potentially at greater risk of harm: Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Mental Health, Child on child abuse, Serious Violence, Child abduction and community safety incidents, Children and the court system, Children missing from education, Children with family members in prison, County Lines, Modern Slavery, Cybercrime, Domestic Abuse, Homelessness, So-called 'honour'-based abuse (inc. FGM and Forced Marriage), Preventing Radicalisation, Upskirting.</p>		
<b>RSE :</b>	<p>Families. Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others.</li> </ul>		
<b>PSCE :</b>	<p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> </ul>		
<b>Other :</b>			
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10 and Year 11</b>
<p>To know about the systems in school:</p> <ul style="list-style-type: none"> <li>- school nurse</li> <li>- mountain rescue</li> <li>- young carers questionnaire</li> <li>- where to go to for help</li> </ul> <p>To know about KCSIE:</p> <ul style="list-style-type: none"> <li>- the role of adults in school</li> <li>- the high priority forms of harm, and other forms of harm (from part 1)</li> <li>- the things that constitute pre-existing vulnerability to abuse (from annex B)</li> </ul>	<p>To know about the systems in school:</p> <ul style="list-style-type: none"> <li>- school nurse</li> <li>- mountain rescue</li> <li>- where to go to for help</li> </ul> <p>To know about KCSIE:</p> <ul style="list-style-type: none"> <li>- the role of adults in school</li> <li>- the high priority forms of harm, and other forms of harm (from part 1)</li> <li>- the things that constitute pre-existing vulnerability to abuse (from annex B)</li> </ul>	<p>To know about the systems in school:</p> <ul style="list-style-type: none"> <li>- school nurse</li> <li>- mountain rescue</li> <li>- where to go to for help</li> </ul> <p>To know about KCSIE:</p> <ul style="list-style-type: none"> <li>- the role of adults in school</li> <li>- the high priority forms of harm, and other forms of harm (from part 1)</li> <li>- the things that constitute pre-existing vulnerability to abuse (from annex B)</li> </ul>	<p>To know about the systems in school:</p> <ul style="list-style-type: none"> <li>- school nurse</li> <li>- mountain rescue</li> <li>- where to go to for help</li> </ul> <p>To know about KCSIE:</p> <ul style="list-style-type: none"> <li>- the role of adults in school</li> <li>- the high priority forms of harm, and other forms of harm (from part 1)</li> <li>- the things that constitute pre-existing vulnerability to abuse (from annex B)</li> </ul>

<b>Topic: Healthy Relationships and Commitment</b>			
<b>Purpose</b>	Students need to know what a healthy relationship is, in order to spot if they (or others) are in unhealthy relationships. They need to know where to get support.		
<b>KCSIE :</b>	Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Emotional abuse: what this looks like.		
<b>RSE :</b>	<p>Families. Pupils should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> </ul> <p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>		
<b>PSCE :</b>			
<b>Other :</b>	RE: The role of marriage in religions		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
To understand the different relationships we have in our lives To explain why commitment is important for people's health, wellbeing and relationships;	To describe what commitment means and looks like To explain why commitment is important for people's health, wellbeing and relationships; To reflect on what commitment means for me, and on my own commitments, now and in the future.	To think about why people enter romantic relationships To think about why people do not enter romantic relationships To think about how to handle being rejected	To describe the legal rights of people in different forms of long-term commitments To explain why people might choose to marry and why marriage must be freely entered into To analyse different attitudes towards marriage
<b>Year 11*</b> To look at how to navigate conflict in relationships. To understand that relationships change and end.			

<b>Topic: Anti-Racism</b>			
<b>Purpose</b>	To ensure children are following our core value of fairness, becoming individuals who value diversity and are intolerant of racism in any form. Ensuring our students are aware of the law regarding racism, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.		
<b>KCSIE :</b>	Child on child abuse includes prejudice-based and discriminatory bullying. The fundamental British value of mutual respect and tolerance of different faiths and beliefs.		
<b>RSE :</b>	Respectful relationships, including friendships. Pupils should know: <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>		
<b>PSCE :</b>	Living in the wider world: work and careers. Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations Living in the wider world: Employment Rights and Responsibilities To know about young people's employment rights and responsibilities		
<b>Other :</b>	Fairness reinduction day. All curriculum areas around school will have careers links promoting anti-racism. Biology: studying human variation RE: identity and discrimination		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10 and 11</b>
Anti-racism - to know the law regarding racism - to recognise and understand different forms of racism - to begin to understand the impact of racism on mental health - to understand where to go to for help when faced with racism	Anti-racism - to know the law regarding racism - to recognise and understand different forms of racism - to begin to understand the impact of racism on mental health - to understand where to go to for help when faced with racism	Anti-racism - to know the law regarding racism - to recognise and understand different forms of racism - to begin to understand the impact of racism on mental health - to understand where to go to for help when faced with racism	Anti-racism - to know the law regarding racism - to recognise and understand different forms of racism - to begin to understand the impact of racism on mental health - to understand where to go to for help when faced with racism

<b>Topic: Substance abuse</b>			
<b>Purpose</b>	To encourage children to explore the fact that substance abuse is an unhealthy coping strategy for many mental health issues / lifestyle choices, and to give students the knowledge about substances (energy drinks, caffeine, alcohol, tobacco, vaping, shisha, cannabis, legal highs, high class drugs) so they can make informed decisions		
<b>KCSIE :</b>	Children will benefit from early help when they are misusing drugs or alcohol, or is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse. Students missing from education are more vulnerable to misuse drugs and alcohol. County lines: Children and vulnerable adults are exploited to move, store and sell drugs and money.		
<b>RSE :</b>	NA		
<b>PSCE :</b>	Drugs, alcohol, and tobacco <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>		
<b>Other :</b>	Physics: how substances affect reaction times Biology: healthy balance PE: BTEC: performance enhancing drugs		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Link to healthy eating and energy drinks	Focus on vaping smoking and alcohol	Focus on vaping and cannabis	Focus on high class drugs.
			Year 11* Focus on addiction

<b>Topic: Mental Health</b>			
<b>Purpose</b>	To support children in understanding that mental health needs looking after, and giving them strategies to do so.		
<b>KCSIE :</b>	Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Promoting children and young people’s emotional health, wellbeing, resilience, and mental health. Emotional abuse: what this looks like		
<b>RSE :</b>	Respectful relationships, including friendships. Pupils should know: <ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> </ul>		
<b>PSCE :</b>	Mental wellbeing. Pupils should know: <ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>that happiness is linked to being connected to others.</li> <li>how to recognise the early signs of mental wellbeing concerns.</li> <li>common types of mental ill health (e.g. anxiety and depression).</li> <li>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.</li> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>		
<b>Other :</b>			
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Friendships and mental health - To explore what we mean by friendship and what a good friend looks like. - To reflect on our personal friendships - To understand our mental health is important, and how those around us can impact it.	Loved ones in difficulty and mental health - To begin to develop our understanding of our own mental health and that of those around us. - To begin to develop strategies to talk about, and manage our own mental health, including how to ask for support if we need it. - To focus on anxiety and depression	Negative Thinking - To develop our understanding of our own mental health and that of those around us. - To develop strategies to talk about, and manage our own mental health, including how to ask for support if we need it. - To focus on self-harm  Year 11* How to look after mental health. How to differentiate between mental health and mental illness. How to get support.	How to balance mental health with the challenges of year 10 - To critically develop our understanding of our own mental health and that of those around us - To further develop strategies to manage our own mental health, including how to ask for support if we need it - Describe different negative thinking patterns and consider their impact on wellbeing. - Reframe negative thinking and identify ways to learn from setbacks.



<b>Topic: Protected Characteristics</b>			
<b>Purpose</b>	To ensure children are following our core value of fairness, becoming individuals who value diversity. Ensuring our students are aware of the law regarding protected characteristics, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.		
<b>KCSIE :</b>	Child on child abuse included prejudice-based and discriminatory bullying. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. The fundamental British value of mutual respect and tolerance of different faiths and beliefs.		
<b>RSE :</b>	Respectful relationships, including friendships. Pupils should know: <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>		
<b>PSCE :</b>	Living in the wider world: work and careers. Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations Living in the wider world: Employment Rights and Responsibilities To know about young people’s employment rights and responsibilities		
<b>Other :</b>	Fairness reinduction day. All curriculum areas around school will have careers promoting diversity. Biology: studying human variation Art: Year 7,8, 9 (identity projects) History: The British Empire (year 8), Gender stereotypes and abuse (Year 8 cycle 2 women and children in factories, and cycle 3 the role of women in WW1), Discrimination (Year 9: Nazis, Year 10: the AIDS epidemic, Year 11: Catholics and Elizabethans) PE: Year 9, challenge historical gender assignments to certain sports. RE: Religious views on same sex marriage		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Protected characteristics: Gender, pregnancy and maternity - to know what all the protected characteristics are - to know the law regarding protected characteristics - to embrace the British value of mutual respect and tolerance	Protected characteristics: disability - to know what all the protected characteristics are - to know the law regarding protected characteristics - to embrace the British value of mutual respect and tolerance - to focus on disability	Protected characteristics: sexuality - to know what all the protected characteristics are - to know the law regarding protected characteristics - to embrace the British value of mutual respect and tolerance - to focus on sexuality	Protected characteristics: Gender, pregnancy and maternity - to know what all the protected characteristics are - to know the law regarding protected characteristics - to embrace the British value of mutual respect and tolerance



- to focus on gender, gender stereotypes, pregnancy and maternity		Year 11* How to respond	- to focus on gender, gender stereotypes, pregnancy and maternity
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<b>Topic: Consent</b>	
<b>Purpose</b>	To ensure that students know they have a right to say no to unhealthy friendships and relationships. Their body is their own, and they can make their own choices about it.
<b>KCSIE :</b>	<p>Consent is about having the freedom and capacity to choose. Students need to know that consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time.</p> <p>Consent cannot be given by our students as they are too young. Sexual abuse often takes advantage of power imbalances.</p> <p>Child on child abuse includes sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</p> <p>Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.</p> <p>We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.</p>
<b>RSE :</b>	<p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> </ul> <p>Being safe. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>PSCE :</b>	
<b>Other :</b>	

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>• I understand what consent means in non-sexual situations, and why it is so important.</li> <li>• I can recognise when someone is consenting and when they are not.</li> <li>• I understand how consent is sought, given and not given in a healthy relationship.</li> <li>• I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent.</li> </ul> <p><b>Year 11*</b> To consider when someone may be ready to consent to sex (once they are 16)</p>	<ul style="list-style-type: none"> <li>• I understand what consent means, both legally and ethically, and why it is so important.</li> <li>• I can recognise when others feel uncomfortable or under pressure and when someone is putting me under pressure.</li> <li>• I can discuss legal and moral issues through scenarios relating to consent.</li> <li>• I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting.</li> <li>• I understand the concept of ‘victim blaming’, I can recognise it when it’s taking place and I can challenge it.</li> <li>• I recognise that, both ethically and in law, my right to be and stay safe is absolute.</li> <li>• I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent.</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to ask someone to give their consent without putting them under pressure, and I know they have the right to say no and to have their decision respected; they do not have to justify it.</li> <li>• I understand that I have a right not to give my consent if I don’t feel something is ok for me.</li> <li>• I understand that no one has the right to intimidate someone into giving, as such an agreement is not consent, and that sexual activity following such a threat is illegal.</li> <li>• I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent.</li> </ul>

<b>Topic: Online Safety</b>	
<b>Purpose</b>	To ensure children are keeping themselves safe online as well as offline.
<b>KCSIE :</b>	<p>Technology is a significant component in many safeguarding and wellbeing issues, and we must recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks. In many cases abuse will take place concurrently via online channels and in daily life. Risks include:</p> <ul style="list-style-type: none"> <li>• content: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.</li> <li>• contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.</li> <li>• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography) sharing other explicit images and online bullying;</li> </ul> <p>Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If young people are at risk of committing, or being drawn into, low level cyber-dependent offences it is necessary to divert them to a more positive use of their skills and interests. Cyber-dependent crimes include; • unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.</p>
<b>RSE :</b>	<p>Online and Media. Pupils should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>PSCE :</b>	<p>Internet safety and harms. Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> <p>Media literacy and digital resilience</p> <p>Learn that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>Ensure they establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>Discover the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>Learn to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p>

	<p>Learn to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>Learn that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>Learn how personal data is generated, collected and shared, including by individuals, and the consequences of this</p> <p>Learn to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>		
<b>Other :</b>	<p><b>Computing</b> Online safety. Cyber Security.</p>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<p>Online safety</p> <ul style="list-style-type: none"> <li>- to understand we should not be sharing personal information online (such as birthdates etc)</li> <li>- to understand that people online may not be who they say they are</li> <li>- to know the age limits / law around social media and posting pictures online</li> <li>- to know where to go to for help</li> </ul>	<p>Similarities and differences between online and offline behaviour</p> <ul style="list-style-type: none"> <li>- to understand things we share online leave a digital footprint</li> <li>- to understand the law regarding sharing and posting online</li> <li>- to understand that people online may not be who they say they are</li> <li>- to know where to go to for help</li> <li>- to know what cybercrime is and how to avoid it</li> </ul>	<p>Know what sexting is</p> <p>Know what is appropriate and not appropriate when it comes to sex and social media</p> <p>Know where to get help from if I need it</p> <ul style="list-style-type: none"> <li>- to understand the law regarding sharing and posting pictures online</li> </ul>	<p>Know what sexting is</p> <p>Know what is appropriate and not appropriate when it comes to sex and social media</p> <p>Know where to get help from if I need it</p> <ul style="list-style-type: none"> <li>- to understand the law regarding sharing and posting pictures online</li> </ul>
			<p>Year 11*</p> <p>To understand targeted ads, how to post online safely, legally, and professionally.</p>

<b>Topic: The changing body / reproduction</b>			
<b>Purpose</b>	To ensure that know what to expect from their bodies, and how this changes over time, in order to make good choices.		
<b>KCSIE :</b>	Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Some additional specific indicators that may be present in CSE are children who: <ul style="list-style-type: none"> <li>• have older boyfriends or girlfriends; and</li> <li>• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.</li> </ul>		
<b>RSE :</b>	Families <ul style="list-style-type: none"> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> </ul> Intimate and sexual relationships, including sexual health <ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		
<b>PSCE :</b>	Changing adolescent body <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>		
<b>Other :</b>	Biology: puberty, menopause, miscarriages, fertility Physics: drugs and alcohol leading to poor choices RE: views on marriage, abortion, contraception, across religions		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Puberty <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>	Puberty, Hormones, and the Menopause, Miscarriages (in relation to adults in their life), Fertility.	Contraception. Parenting. Choices regarding pregnancy. STIs Drugs and alcohol leading to poor choices.	Contraception Parenting. Choices regarding pregnancy. Miscarriages (in relation to themselves), fertility. STIs Drugs and alcohol leading to poor choices.
		Year 11* Contraception and STIs	

<b>Topic: Financial Choices</b>			
<b>Purpose</b>	To ensure leave school with the skills they need to make good financial choices, and knowing where to go if they are struggling.		
<b>KCSIE :</b>	<p>We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.</p> <p>Technology is a significant component in many safeguarding and wellbeing issues, and we must recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks. Risks include:</p> <ul style="list-style-type: none"> <li>• commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.</li> </ul>		
<b>RSE :</b>			
<b>PSCE :</b>	<p>Financial Choices</p> <p>Assess and manage risk in relation to financial decisions that young people might make</p> <p>Learn about values and attitudes relating to finance, including debt</p> <p>Learn to manage emotions in relation to money</p> <p>Learn to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>Learn to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> <p>Employment Rights and Responsibilities</p> <p>Learn how to effectively budget, including the benefits of saving</p> <p>Learn how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks</p> <p>Learn to recognise and manage the range of influences on their financial decisions</p> <p>Learn to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights</p> <p>Develop the skills to challenge or seek support for financial exploitation in different contexts including online</p> <p>Start to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts</p>		
<b>Other :</b>	<p>Citizenship:</p> <p>Pupils should be taught about the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>Pupils should be taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p> <p>Maths: links to finance and savings / debt.</p> <p>Art: year 10 and year 11, costs and profits in cycle 3.</p>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Reflect on their own attitudes to money and financial habits (including gambling).	Why we have bank accounts, and what this looks like. There are external influences on our money choices (including gambling).	Understand the pros and cons of saving, and different types of borrowing. Budgeting.	Understand why people insure against some forms of risk. Learn about pay slips.

<p>Explore the concepts of 'needs' versus 'wants'. The importance of planning ahead / budgeting with money. The pros and cons of borrowing and saving.</p>	<p>How fraud can be avoided.</p>	<p>Consider the financial implications of personal life choices.</p>	<p>Learn about different contracts for working. Learn how we pay tax, and what it is spent on.</p>
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<b>Topic: Knowing your own mind</b>	
<b>Purpose</b>	To ensure children are aware that people may try to make them make bad choices for themselves, and that others may not always have their best interests at heart.
<b>KCSIE :</b>	<p>We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.</p> <p>Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.</p> <p>Radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.</p> <p>As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.</p> <p>There are indicators which may signal children are at risk from, or are involved with serious violent crime; these may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation</p> <p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.</p> <p>Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p>
<b>RSE :</b>	<p>Families. Students should know:</p> <ul style="list-style-type: none"> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>

	Being Safe. Students should know:		
	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, abuse, grooming, coercion, harassment, and how these can affect current and future relationships.</li> </ul>		
<b>PSCE :</b>			
<b>Other :</b>			
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Peer Pressure To be able identify different types of unspoken and spoken pressure. To reflect on the feelings that unspoken and spoken pressure can generate. How to resist unspoken and spoken peer pressure.	Community Safety / County lines / Radicalisation (PC Danny) Know what the term 'County Lines' means Know what warning signs to look out for Know where to get help from if I need it Modern Slavery	Community safety / county lines (PC Danny) Describe characteristics of gangs Recognise how people get caught up in gang culture Know where to find support if needed	Community safety / hazing / gangs / knife crime serious violence (PC Danny) To know what the law says about possession of a weapon To understand the consequences of being involved in crime with weapons Know where to get help from if I need it

<b>Topic: Child on Child Abuse</b>			
<b>Purpose</b>	To ensure that students are aware that they need to treat each other appropriately, and to know what to do when they are not being treated appropriately.		
<b>KCSIE :</b>	<p>It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.</p> <p>It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.</p> <p>Child on Child abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying); • abuse in intimate personal relationships between children (also known as teenage relationship abuse); • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; • consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).</p>		
<b>RSE :</b>	<p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul> <p>Online and media:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>		
<b>PSCE :</b>	<p>Internet safety and harms. Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>		
<b>Other :</b>	RE: identity and discrimination		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>

<p>Bullying and Bothering (inc. online)                  To understand how people’s lives outside school can affect their behaviour at school.                  To reflect on why someone might be driven to bother others.                  To explore how we can support those who bother other children to turn their behaviour around.                  Link to protected characteristics</p>	<p>Bullying and Bothering (focus on online)                  To know what cyberbullying is.                  To know what to do to prevent cyberbullying.                  To know where to find help if I need it.                  Link to protected characteristics</p> <hr/> <p>Year 11*                  Looking at types of abuse such as sexual harassment, domestic violence, the cycle of abuse</p>	<p>Sexual Harassment / Sexting / Sexual Violence                  Know it can happen to any of us irrelevant of gender / sexuality / race etc                  Know what counts as sexual harassment                  Know where to get help from if I need it                  To know the law regarding sexual harassment.                  Protected characteristics</p>	<p>Sexual Harassment. / Sexting / Upskirting                  Know the new laws around sharing images online                  Know it can happen to any of us irrelevant of gender / sexuality / race etc                  Know what counts as sexual harassment                  Know where to get help from if I need it                  To know the law regarding sexual harassment.                   Protected Characteristics</p>
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<b>Topic: Healthy Balance / Revision</b>			
<b>Purpose</b>	To ensure students balance physical and mental well-being with the demands of school, extra-curricular, and other commitments. To enable students to manage their time, and organise themselves. To ensure students know the importance of attendance at school.		
<b>KCSIE :</b>	Promoting the welfare of children: protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; taking action to enable all children to have the best outcomes.		
<b>RSE :</b>	NA		
<b>PSCE :</b>	<p>Physical health and fitness. Students should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> </ul> <p>Healthy Eating. Students should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> <p>Health and prevention. Students should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p>Living in the wider world: Students should know:</p> <p>Study, organisational, research and presentation skills</p> <p>How to set realistic yet ambitious targets and goals</p>		
<b>Other :</b>	Biology: Healthy balanced diet PE: Movement as to support mental health (year 7), incorporating exercise into daily life (year 8), BTEC: training programmes		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10 and Year 11</b>
Healthy balance. Making a revision timetable.	Healthy balance. Making a revision timetable. Include options choices.	Healthy balance. Making a revision timetable.	Healthy balance. Making a revision timetable. How to apply for college.

<b>Topic: Trusting Online Content</b>	
<b>Purpose</b>	To ensure students understand the internet can be misleading
<b>KCSIE :</b>	<p>Technology is a significant component in many safeguarding and wellbeing issues, and we must recognise that many children have unlimited and unrestricted access to the internet via mobile phone networks. Risks include:</p> <ul style="list-style-type: none"> <li>• content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.</li> <li>• contact: being subjected to harmful online interaction with other users; for example: commercial advertising</li> <li>• commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.</li> </ul>
<b>RSE :</b>	<p>Online and Media. Pupils should know:</p> <ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• how information and data is generated, collected, shared and used online.</li> <li>• that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> </ul>
<b>PSCE :</b>	<p>Internet safety and harms. Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how to identify harmful behaviours online and how to report, or find support, if they have been affected by those behaviours.</li> </ul> <p>Media literacy and digital resilience</p> <p>Learn that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>Discover the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>Begin to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>Begin to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>Learn to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>Consider that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>Learn to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> <p>Learn strategies to manage their online presence and its impact on career opportunities</p> <p>Learn that there are positive and safe ways to create and share content online and the opportunities this offers</p> <p>Learn strategies for protecting and enhancing their personal and professional reputation online</p> <p>Learn that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events</p> <p>Learn how personal data is generated, collected and shared, including by individuals, and the consequences of this</p>

	<p>Learn how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this</p> <p>Learn strategies to critically assess bias, reliability and accuracy in digital content</p> <p>Learn to assess the causes and personal consequences of extremism and intolerance in all their forms</p> <p>Learn to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern</p>		
<b>Other :</b>	<p><b>Computing:</b> Photography and it's changing impact (year 8). Responsible gaming (year 8). Considering the impact technology has on society (year 9)</p> <p>Geography: Geographical enquiries (Year 7 cycle 3, year 8 cycle 3)</p> <p><b>Stretch:</b> Researching online</p>		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<p>Fake news</p> <p>Extremism</p> <p>Real news makes the news because it is rare!</p>	<p>Disinformation and misinformation</p> <p>Extremism</p> <p>Positive and negative use of social media</p>	<p>Online media and wellbeing</p> <ul style="list-style-type: none"> <li>- to evaluate how unrealistic pictures online can impact on our wellbeing</li> <li>- to consider what it means to be over reliant on social media</li> </ul> <p>Positive and negative use of social media</p> <p>Targeted advertising</p> <p>Sexual content (e.g. music videos)</p>	<p>Online media and wellbeing</p> <ul style="list-style-type: none"> <li>- to understand the law regarding sharing and posting pictures online</li> <li>- to evaluate how unrealistic pictures online can impact on our wellbeing</li> <li>- to consider what it means to be over reliant on social media</li> </ul> <p>Positive and negative use of social media</p> <p>Pornography v Sexual Content</p> <p>I understand that sharing images of someone without their permission is wrong and that I should be very careful about sharing images of myself. • I can explain the law relating to sharing sexual images. • I recognise that pornography does not always reflect good examples of consensual situations.</p>
<p>Year 11*</p> <p>Pornography v Sexual Content</p> <p>I understand that sharing images of someone without their permission is wrong and that I should be very careful about sharing images of myself. • I can explain the law relating to sharing sexual images. • I recognise that pornography does not always reflect good examples of consensual situations.</p>			

<b>Topic: Health and prevention</b>			
<b>Purpose</b>	To ensure students know they have a responsibility to themselves and others to look after physical health, and to give them the knowledge to do so.		
<b>KCSIE :</b>	Promoting the welfare of children: protecting children from maltreatment; preventing the impairment of children’s mental and physical health or development; taking action to enable all children to have the best outcomes.		
<b>RSE :</b>			
<b>PSCE :</b>	<p>Health and prevention. Students should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul> <p>Physical health and fitness. Students should know:</p> <ul style="list-style-type: none"> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>		
<b>Other :</b>	Biology: blood, organ and stem cell donation. Bacteria, viruses, antibiotics. Immunisation vaccination. D of E: First aid		
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
Basic first aid <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	Health and prevention. <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul>	Physical health and fitness. <ul style="list-style-type: none"> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>	Health and prevention <ul style="list-style-type: none"> <li>• (late secondary) the benefits of regular self-examination and screening.</li> </ul>
			Year 11* Taking increasing responsibility for their own health



<b>Topic: Types of abuse</b>			
<b>Purpose</b>	Students need to know what abuse is, so they can recognise if they are victims of abuse. They also need to know how to get support.		
<b>KCSIE :</b>	<p>Types of abuse, and risk factors, as detailed in KCSIE.</p> <p>So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators.</p> <p>Emotional abuse: what this looks like.</p> <p>Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.</p>		
<b>RSE :</b>	<p>Being safe. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> </ul> <p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>		
<b>PSCE :</b>	<p>Respectful relationships, including friendships. Pupils should know:</p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> </ul>		
<b>Other :</b>			
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
delivered by ANAH forced marriage, honour-based violence and FGM	Delivered by ANAH forced marriage, honour-based violence and FGM	Delivered by ANAH the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse,	Delivered by ANAH the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse,
<b>Year 11*</b>			